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ABSTRACT

In order to provide comprehensive infcrmaticn about all known applications of and viewpoints cn the Initial Teaching Alphabet, the Initial Teaching Alphabet Foundation has compiled a series of annotated bibliographies that were prepared by means of computer-based information searches and subsequent analysis of the data obtained. The data banks were ERIC, Exceptional Child Education Abstracts, Psychological Abstracts, and Language and Language Behavior Abstracts. Each data base and search strategy is described, subject and author indexes are provided, and a ccmputer printout is given. (AA)

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ED149286

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EDUCATION & WELFARE
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EDUCATION

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COMPUTER-BASED INFORMATION SEARCH AND ANALYSIS OF REFERENCES TO THE INITIAL TEACHING ALPHABET IN THE ERIC (EDUCATIONAL RESOURCES INFORMATION CENTER) DATA BASE, EXCEPTIONAL CHILD EDUCATION ABSTRACTS, PSYCHOLOGICAL ABSTRACTS AND THE LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS DATA BASE

Prepared for:

THE INITIAL TEACHING ALPHABET FOUNDATION

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New York, NY 10017

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Initial Teaching Alphabet Foundation

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

by:

Erik Mortensen, Ed.D.
Research Consultant

March 1977

CS003858

C. 2

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INTRODUCTION

Prompted by the extraordinary "information explosion" which has occurred during the past decade, a number of different proprietary data banks have been established in the United States, which are available to the public for online computer searching. Much of the information in these data banks is in the form of so called "fugitive" documents -- e.g. papers read at educational meetings, research reports, evaluation studies, etc. -- which are frequently very difficult to locate after first use, although many may contain exceedingly important information. When, on occasion, such documents are published, the publishing procedure is so long delayed that the usefulness of the information is sometimes greatly reduced by the time a printed format is available. Computer-files, on the other hand, are updated periodically -- and frequently on a monthly basis -- and are available for immediate searching.

The Initial Teaching Alphabet Foundation frequently receives requests for information about ITA studies and programs from a variety of different interested parties. Therefore, in an effort to provide future inquirers with comprehensive information about all known applications and viewpoints on this teaching system, the Foundation has compiled a series of annotated bibliographies which have been prepared by means of 5 different computer-based information searches and subsequent analysis of the obtained data. The following data banks were included in the study:

The ERIC (Educational Resources Information Center) Data Base

The Exceptional Child Education Abstracts

Psychological Abstracts

The Language and Language Behavior Abstracts

These searches were carried out in November, 1976, and in January, 1977, through the Lockheed DIALOG Information Retrieval Service, which is available at Teachers College, Columbia University. The subsequent analysis of the obtained data has been organized in the form of five annotated bibliographies, containing a brief description of each data bank and the manner in which the search was carried out.

Although there is a growning number of academic institutions and libraries in this country with access to the ERIC System and other information files, there are still relatively few educators who are fully familiar with their use. Also, some educators who know about them are reluctant to use them, because they appear to be so forbiddingly technical. It is my contention that particularly the ERIC System is easily accessable to any educator who is willing to learn the relatively simple and always logical steps required to get information in some precisely useful form. Educators are also limited in their access to the full potential of these data bases as there are still comparatively few academic institutions and libraries with access to online search systems.

A retrospective computer search, covering all entries on a subject in a data bank may, depending upon the search strategy that is used, provide the user with a macro survey that can be difficult to interprete. However, it is rare that a person would want to gain access to the total information about a field; rather, in most instances people want to limit their searches to specific areas which are immediately useful to them. Therefore, in order to provide the readers of this study with easy access to different levels of information about the ITA system, an analysis has been made of all "filing labels" which have been assigned to the citation obtained in the above mentioned data banks. References are then also made to corresponding computer printouts. The annotated bibliography therefore makes it possible for interested parties who may not have access to any of the data systems mentioned here to obtain detailed information about the Initial Teaching Alphabet.

PART I-A

COMPUTER-BASED INFORMATION SEARCH AND ANALYSIS OF REFERENCES TO THE INITIAL TEACHING ALPHABET IN BILINGUAL CONTEXTS IN THE ERIC DATA BASE

DATA BASE DESCRIPTION

The ERIC (Educational Resources Information Center) data base covers from 1966 to the present time. As of December, 1976, the data base has available more than 250,000 abstracts and citations. It is updated every month and approximately 35,000 new entries are added annually. The data base contains two main files: Resources in Education which is concerned with identifying the most significant and timely educational reports and projects, and the Current Index to Journals in Education, an index of more than 700 journals of interest to every segment of the educational profession. ERIC indexes a wealth of document types: research reports, evaluation studies, curriculum guides, lesson plans, bibliographies, theses, journal articles, pamplets and other "fugitive" materials.

The ERIC data base is organized by means of an "authority list" of index terms. This is a controlled vocabulary which greatly facilitates both filing and retrieval of all entries. This controlled vocabulary is contained in the Thesaurus of ERIC Descriptors which provides clearly defined filing labels which permit information to be stored by one person and retrieved by another. This "authority list" was first published in 1966 and it is constantly expanded to include new terminology. The Sixth Edition of the Thesaurus has introduced information about the year in which each term was included. However, in this study of the Initial Teaching Alphabet in bilingual contexts, only terms introduced after July 1966 are accompanied by information about the month and year when a term was entered in the ERIC system. Each new entry in the ERIC data base a varying number of different descriptors, which can either be designated as "major descriptors" which are the most important filing terms, or as "minor descriptors" that characterize other less important substantive content. The sample entry which has been included in this preface demonstrate the manner in which such distinctions in descriptor postings are made; please note that major descriptors are preceded by an asterisk.

In addition to descriptor terms, the ERIC data base also employes a large number of identifiers which are not found in the Thesaurus of ERIC Descriptors. These identifiers include national and geographical references as well as terms that have not yet been included in the "authority list." Identifiers are also posted as either "major identifiers" or "minor identifiers," using the same asterisk coding system.

There are two different methods that can be used for obtaining information from the ERIC data base, viz. (1) manual approaches, using the accumulative monthly indexes mentioned above, or (2) by means of computer-based search techniques. The major problem with manual approaches is that they are extremely time consuming. In addition, the indexes only provide the readers with fragmentary information about each entry and one single descriptor term at a time. A computer search, on the other hand, makes it possible for the user to combine descriptors in many different manners. In addition, computer searches can easily scan the entire file in matters of seconds and then produce a printout containing the desired combinations of terms.

SEARCH DESCRIPTION

The search on the occurrence of references to the Initial Teaching Alphabet, ITA, in bilingual contexts in the ERIC data base was carried out at Teachers College, Columbia University, on November 16, 1976, using an online terminal to the Lockheed DIALOG Information Retrieval System in Palo Alto, California. It was a so called "full text" search in which descriptors and identifiers were searched as they occur in titles and abstracts as well as in assigned positions in an entry, see attached sample on p.7.

The search was made by the use of the following search terms:

SET NO.	SEARCH TERM	NO. OF OCCURENCES IN FILE
1	Initial Teaching Alphabet	212
2	ITA	38
3	(1 OR 2)	216*
4	Bilingual?**	3,316
5	Bicultural?**	919
6	3 AND (4 OR 5)	10

* This indicates that there are four citations in which both ITA and Initial Teaching Alphabet are used as either descriptors or identifiers.

** This is a search technique, called "truncation," which is used in order to broaden a search to cover all possible combinations of the term, such as, for example: bilingual education, bilingual teachers, bilingually, etc.

By using these combinations of search terms, a total of 10 references were obtained in which the Initial Teaching Alphabet (ITA) is mentioned in the ERIC data base in a bilingual context.

The computer printout contains three references to educational journals, or EJ references, and seven references from Resources in Education, or ED references. Please note that EJ references are always printed first, beginning with the most recent entry in the data base. Then follow all the ED references, again with the most recent entry first.

HOW TO USE THE ANNOTATED BIBLIOGRAPHY

Each chapter of the annotated bibilography is divided into three parts: a subject index, an author index, and the computer printout. The subject index contains all descriptors and identifiers which are posted for the citations obtained in the computer search. On p.7 you will find a sample entry from Resources in Education which shows how different types of information is provided in the ERIC data base. You will find that a typical ED references includes an informative abstract. The Current Index to Journals in Education is arranged in a similar manner, however, there are no abstracts of the kind provided for ED references but only, on occasion, brief scope notes. Also, there are no microfiche copies available for EJ references, nor is there any central system for obtaining copies of articles.

Please note the following example from the subject index of ITA references in a bilingual context:

READING RESEARCH: *EJ 109024

*ED 072430, *ED 021692#

ED 056828

The information is interpreted in the following manner:

*EJ 109024 shows that there is one major reference to a journal article. The printout reveals that this is an article about the teaching of beginning reading of English to Mexican-American children.

*ED 072430 is a major reference. The printout refers to a report which is available either from the International Reading Association or from EDRS (ERIC Document Service). The document is available from EDRS either as MF (microfiche) or as HC (hard copy), i.e. photo copy. Each microfiche may contain up to 96 frames, corresponding to pages in the document.

*ED 021692# is also a major reference, however, the document is not available from EDRS.

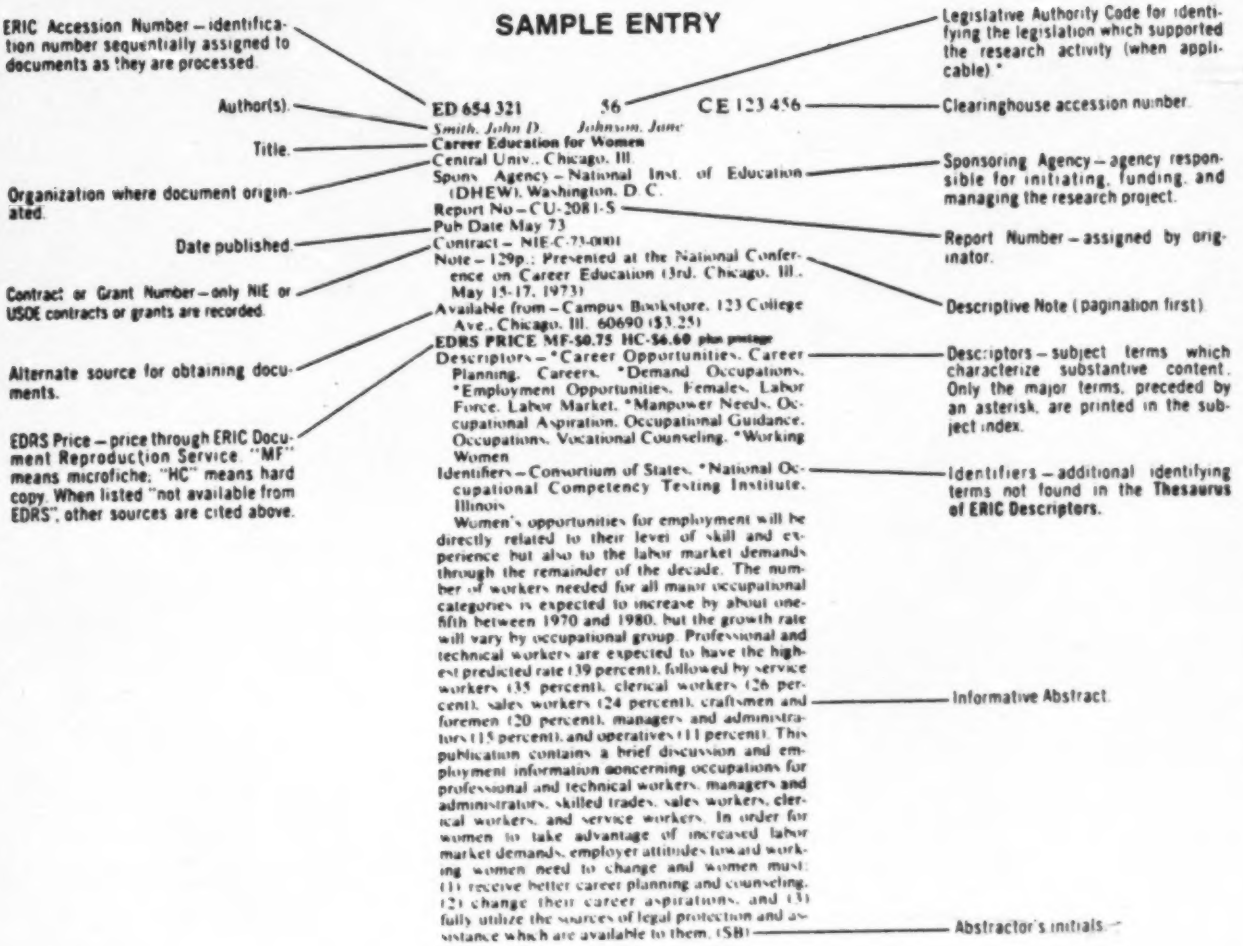
ED 056828 is a minor reference which is available in microfiche or hard copy from EDRS.

Requests for documents should be sent to:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210

If possible, use the order form that is provided in any issue of Resources in Education or available in libraries with the ERIC system.

SAMPLE ENTRY


ERIC Accession Number – identification number sequentially assigned to documents as they are processed.
Author(s).
Title.
Organization where document originated.
Date published.
Contract or Grant Number – only NIE or USOE contracts or grants are recorded.
Alternate source for obtaining documents.
EDRS Price – price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.
ED 654 321
56
CE 123 456
Smith, John D. Johnson, Jane
Career Education for Women
Central Univ., Chicago, Ill.
Spons Agency – National Inst. of Education (DHEW), Washington, D.C.
Report No – CU-2081-S
Pub Date May 73
Contract – NIE-C-73-0001
Note – 129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)
Available from – Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 ($3.25)
EDRS PRICE MF-$0.75 HC-$6.60 plus postage
Descriptors – *Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women
Identifiers – Consortium of States, *National Occupational Competency Testing Institute, Illinois
Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)
Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*
Clearinghouse accession number.
Sponsoring Agency – agency responsible for initiating, funding, and managing the research project.
Report Number – assigned by originator.
Descriptive Note (pagination first).
Descriptors – subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers – additional identifying terms not found in the Thesaurus of ERIC Descriptors.
Informative Abstract.
Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*
08	Adult and Vocational Education, Public Law 88–210
16	Captioned Films for the Deaf, Public Law 85–905
24	Cooperative Research, Public Law 89–10, Title IV
32	Disadvantaged Students Program, Public Law 89–10, Title I
40	Handicapped Children and Youth, Public Law 88–164
48	Language Development, Public Law 85–864, Title VI
52	Library Research and Development, Public Law 89–320, Title II, Part B
56	New Educational Media, Public Law 85–864, Title VII, Part A
64	New Education Media, Public Law 85–864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83–480
80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V, Section 505
88	Supplementary Centers and Services, Public Law 88–10, Title III
95	Other Office of Education Programs

SUBJECT INDEX

DESCRIPTORS AND IDENTIFIERS

ALPHABETS: ED 072691#, ED 072690#

BASIC READING: ED 072430, ED 021692#

BEGINNING READING: *ED 072430, *ED 056828, *ED 031341, *ED 021692#

BILINGUAL EDUCATION (Oct. 1968): EJ 031642
*ED 072691#, *ED 072690#

BILINGUALISM: ED 056828

BILINGUAL STUDENTS: EJ 129260, EJ 109024
*ED 031341

COMMUNICATION SKILLS: *EJ 031642

CONCEPT FORMATION: ED 056828

DEMONSTRATIONS (EDUCATIONAL): ED 031341

DICTIONARIES: ED 072691#

DISADVANTAGED YOUTH: ED 031341

EDUCATIONAL RESEARCH: EJ 129260

ELEMENTARY EDUCATION: EJ 129260, EJ 109024

ELEMENTARY SCHOOL STUDENTS: ED 072691#, ED 072690#

ENGLISH (SECOND LANGUAGE): *EJ 129260, *EJ 109024
*ED 095138, *ED 072691#

FOLLOWUP STUDIES: EJ 129260

GRADE 1: ED 072430

INDIVIDUALIZED READING: ED 072430, ED 021692#

INITIAL TEACHING ALPHABET: *EJ 129260, *EJ 109024
*ED 031341
ED 072691#, ED 072690#, ED 072430, ED 056828
ED 021692

INSTRUCTIONAL MATERIALS: *ED 072691#, *ED 072690#

LANGUAGE DEVELOPMENT: ED 056828

LANGUAGE EXPERIENCE APPROACH: ED 072430, ED 021692#

LANGUAGE SKILLS: ED 072691#, ED 072690#

LEARNING MODULES: *ED 095138

LEARNING PROCESS: *ED 056828

LINGUISTIC PERFORMANCE (Mar. 1969): *EJ 031642

LINGUISTICS: ED 072430, ED 021692#

MANUALS: ED 072691#, ED 072690#

MEXICAN AMERICANS: *EJ 129260, *EJ 109024,
*ED 031341

NON ENGLISH SPEAKING: ED 031341

ORAL COMMUNICATION: EJ 031642

ORTHOGRAPHIC SYMBOLS: EJ 109024

PERFORMANCE BASED TEACHER EDUCATION (Jul. 1972): *ED 095138

PHONETICS: ED 072691#, ED 072690#

PHONICS: *ED 072691#, *ED 072690#
ED 072430, ED 021692#

READING ACHIEVEMENT: *EJ 129260, *EJ 109024
*ED 031341

READING INSTRUCTION: *EJ 129260
*ED 072430, *ED 021692#
ED 072691#, ED 072690#, ED 056828

READING PROCESSES: *ED 056828

READING PROGRAMS: *ED 072691#, *ED 072690#, *ED 072430, *ED 021692#

READING RESEARCH: *EJ 109024
*ED 072430, *ED 021692#
ED 056828

READING SKILLS: *ED 095138, *ED 056828
ED 072691#, ED 072690#

SECOND LANGUAGE LEARNING: ED 095138

SOCIOECONOMIC STATUS: ED 031341

SPANISH: *ED 072690#

SPANISH CULTURE: EJ 031642

SPANISH SPEAKING: *EJ 031642

STRUCTURAL ANALYSIS: ED 072430, ED 021692#

TEACHING METHODS: *ED 095138

TEACHING TECHNIQUES: *ED 072430, *ED 021692#

THOUGHT PROCESSES: *ED 056828

TRAINING OBJECTIVES: *ED 095138

TRANSFER OF TRAINING: ED 056828

VERBAL ABILITY: *EJ 031642

VISUAL DISCRIMINATION: ED 056828

WRITING SKILLS: *EJ 031642

AUTHOR INDEX

Downing, John.: ED 056828

Holmes, Jack: ED 031341

Kerfoot, James E.: ED 072430, ED 072692#

Medina, Edward: ED 072691#, ED 72690

Melnick, Susan L.: ED 095138

Pope, Francis H.: ED 072691#, ED 072690#

Riemer, George: EJ 031642

Robertson, Douglas J.: EJ 129260, EJ 109024

Tropper, Terry Steven: EJ 129260, EJ 109024

COMPUTER PRINTOUT

Print 10/5/1-10
DIALOG Search File1: ERIC FULL TEXT SEP76

EJ129260 CS702557
The Effects of I.T.A. on the Reading Achievement of Mexican-American Children: A Follow-Up
Trepper, Terry Steven; Robertson, Douglas J. Reading Improvement; 12; 3; 177-83 F 75
Descriptors: *Reading Achievement/ *Initial Teaching Alphabet/ *Mexican Americans/ *English (Second Language)/ *Reading Instruction/ Elementary Education/ Followup Studies/ Bilingual Students/ Educational Research
Indicates that i.t.a. can be an effective tool in teaching bilingual Mexican-American children to read. (RB)

EJ109024 CS701561
The Effects of i.t.a. on the Reading Achievement of Mexican-American Children
Robertson, Douglas J.; Trepper, Terry Steven Reading World; 14; 2; 132-38 Dec 74
Descriptors: *Reading Research/ *Reading Achievement/ *Initial Teaching Alphabet/ *Mexican Americans/ *English (Second Language)/ Elementary Education/ Orthographic Symbols/ Bilingual Students
Confirms that i.t.a. can be an effective tool with which to teach beginning reading of English to Mexican-American children. (RB)

EJ031642 EA501100
Almost Everything I Know About Teaching Puerto Ricans I Owe to Vicks Vaporub
Riemer, George National Elementary Principal; 50; 2; 72-77 Nov '70
Descriptors: Bilingual Education/ *Communication Skills/ *Linguistic Performance/ Oral Communication/ Spanish Culture/ *Spanish Speaking/ *Verbal Ability/ *Writing Skills
Describes a pilot project using the Initial Teaching Alphabet (ITA) in a writing program designed for Spanish Americans. Since ITA mirrors the writer's speech it can be used as a diagnostic tool. (JF)

ED095138 SP008316
Modular Sequence: English as a Second Language, Methods and Techniques. TTP 001.10 Reading. Teacher Corps Bilingual Project.
Melnick, Susan L.
Hartford Univ., West Hartford, Conn. Coll. of Education.
Note: 12p.; For related documents, see SP 008 306-315 and 317-321
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *English (Second Language)/ *Performance Based Teacher Education/ *Reading Skills/ Second Language Learning/

6621

User3114 (Item 1 of 10) Date:16nov76

*Teaching Methods/ *Training Objectives
Identifiers: *Learning Modules
This module provides a theoretical overview of the process and skills of second-language reading and practical classroom applications. The learning activities are designed to aid the participant in achieving the following objectives: (a) distinguish the characteristics of three categories of the second-language readers; (b) explain the stages of development in reading; (c) design a teaching activity to combat native-language interference; (d) design a teaching activity for a specific group of Puerto Rican Spanish-speakers based on the premise of language experience, linguistics, programmed instruction, words in color, individualized reading, or Initial Teaching Alphabet (ITA); and (e) design a teaching activity for advanced-level reading. Four learning alternatives are outlined, and provisions for pre- and post-assessment of student mastery of terminal course objectives are included. (PD)

ED072691# FL003750
English Reading Workbook 1: Spanish Phonetic Reading Program.
Pope, Francis H.; Medina, Edward
Publ. Date: 72 Note: 64p.
Available from: Research Press Company, P. O. Box 3177 CFS, Champaign, Ill. 61820 ($1.80)
Document Not Available from EDRS.
Descriptors: Alphabets/ *Bilingual Education/ Dictionaries/ Elementary School Students/ *English (Second Language)/ Initial Teaching Alphabet/ *Instructional Materials/ Language Skills/ Manuals/ Phonetics/ *Phonics/ Reading Instruction/ *Reading Programs/ Reading Skills
This manual, designed to follow "English Alphabet Book 1," presents an English phonetic reading program for children beginning to learn how to read. It contains an alphabet chart with pictures which symbolize words using the sounds of the respective letters. Other pages are devoted completely to the sounds of the vowels, reinforced with common words and pictures. Exercises which emphasize handwriting and phonetics are included. Later lessons concentrate on the blending of a consonant with each of the five vowels. The letter for emphasis on any given page appears at the beginning of a line just beneath the series of vowels; other letters used to form words follow this first consonant. Some facts about the dictionary are presented at the end. For related documents, see FL 003 749, FL 003 751, and FL 003 752. (Author/SK)

ED072690# FL003749
Spanish Reading Workbook 1: Spanish Phonetic Reading Program.
Pope, Francis H.; Medina, Edward
Publ. Date: 72 Note: 63p.
Available from: Research Press Company, P. O. Box 3177 CFS, Champaign, Ill. 61820 ($1.80)
Document Not Available from EDRS.
Descriptors: Alphabets/ *Bilingual Education/ Elementary School Students/ Initial Teaching Alphabet/ *Instructional Materials/ Language Skills/ Manuals/ Phonetics/ *Phonics/ Reading Instruction/ *Reading Programs/ Reading Skills/ *Spanish
This manual, designed to follow "Spanish Alphabet Book 1," presents a Spanish phonetic reading program for children beginning to learn how to read. It contains an alphabet chart with pictures which symbolize words using the sounds of the respective letters. Other pages are devoted completely to the sounds of the vowels, reinforced with common words and pictures. The names of the various consonants are explained. Later pages emphasize the blending of one consonant letter with each of the five vowels. Meaningful words are then formed by the addition of other letter combinations. A small illustration to stimulate interest in the exercise precedes each blending activity. The manual includes test exercises. (For related documents, see FL 003 750, FL 003 751, and FL 003 752. (SK)

ED072430 CS000380
First Grade Reading Programs. Perspectives in Reading, No. 5.
Kerfoot, James F.
International Reading Association, Newark, Del.
Report No.: IRA-PR-5
Publ. Date: 65 Note: 190p.
Available from: International Reading Association, Six Tyre Avenue, Newark, Del 19711 ($3.50 non-member, $3.00 member)
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ Grade 1/ Individualized Reading/ Initial Teaching Alphabet/ Language Experience Approach/ Linguistics/ Phonics/ *Reading Instruction / *Reading Programs/ *Reading Research/ Structural Analysis/ *Teaching Techniques
This publication contains papers contributed to the fifth Perspectives of Reading conference of the International Reading Association which focused on the teaching of beginning reading. The following approaches are described and evaluated: (1) individualized reading, (2) basal reading, (3) linguistic approach, (4) phonics approach, (5) new alphabet approach, (6) language experience approach, and (7) early letter emphasis. Each approach is presented in terms of its rationale, its unique elements and points of emphasis, research supporting its effectiveness, research going on, and its future. References are listed for each approach. Differing views on the Carden method, words in color, programed reading, the phonovisual approach, phonetic keys to reading, and the initial teaching alphabet are presented under phonics and the new alphabet approach. Linguistic approaches for children with bilingual background and reading programs for the disadvantaged are discussed. A concluding article lists standards for evaluating reading programs. (This document previously announced as ED 021 692.) (NS)

ED056828 RE003880
Childrens Thoughts and Language in Learning to Read.
Downing, John A.
Victoria Univ., British Columbia.
Publ. Date: 27 Nov 71 Note: 13p.; Paper presented at the meeting of the National Council of Teachers of English, Las Vegas, Nev., Nov. 22-27, 1971
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Beginning Reading/ Bilingualism/ Concept Formation/ Initial Teaching Alphabet/ Language Development/ *Learning Processes/ Reading Instruction/ *Reading Processes/ Reading Research/ *Reading Skills/ *Thought Processes/ Transfer of Training/ Visual Discrimination
Four paradoxes appear in research on learning to read: (1) the ability to name letters is a good predictor of reading readiness, yet letter-naming training does not help children learn how to read; (2) visual discrimination is often better in poor readers than in good readers; (3) learning to read two languages is easier than learning to read one; and (4) it is easier to learn to read in two alphabets than it is in one. These findings which contradict common sense may be easily explained by examining the thought processes at work during the reading process. Too often reading research looks at external aspects of reading such as eye movement, perception, and letter-naming and neglects the central processes of concept formation and reasoning. Examining the first paradox, for example, early experience with letter-naming often indicates an environment in which the parents read a lot and talk about reading, which gives support to the school's effort to teach reading. Learning letter-names for a child from a less stimulating environment, however, is often the rote learning of meaningless symbols. Hence letter-naming can indicate reading readiness but is not a useful method of teaching reading. The other three paradoxes can similarly be explained by looking at the cognitive processes involved. The implication then is that the learning and thought processes of the child must be the starting point for any teaching activity. References are included. (AL)

ED031341 88 RC003552
The Teaching of Beginning Reading by Use of the Initial Teaching Alphabet.
Holmes, Jack; And Others
Stockton Unified School District, Calif.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.
Report No.: DPSC-66-1534
Publ. Date: 67 Note: 9p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Beginning Reading/ *Bilingual Students/ Demonstrations (Educational)/ Disadvantaged Youth/ *Initial Teaching Alphabet/ *Mexican Americans/ Non English Speaking/ *Reading Achievement/ Socioeconomic Status
Teaching beginning reading using the Initial Teaching Alphabet (i.t.a.) was experimented with in a project which had the dual purpose of (1) providing educators with the opportunity to observe the use of i.t.a., and (2) determining the effectiveness of i.t.a. with Mexican American bilingual children. Twenty i.t.a. demonstration classes representing various socioeconomic levels were established in the Stockton Unified School District and Tracy Public Schools in California allowing educators to observe the program. The second objective was accomplished by establishing 18 i.t.a. experimental classes and 20 Traditional Orthography (T.O) control classes. The same basal readers were used by both groups and both were administered the same array of tests. Results of the experimental i.t.a. group showed achievement significantly above the T.O. control group. However, it was concluded that it was to early to make any definitive conclusions regarding the use of i.t.a. with bilingual disadvantaged children and that a second year of the project should provide more definitive information. Tables are included depicting the results. This project was funded under Title III of the Elementary and Secondary Education Act. (CM)

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First Grade Reading Programs. Perspectives in Reading, No. 5.
Kerfoot, James F.
International Reading Association, Newark, Delaware.
Report No.: PR-5
Publ. Date: 65 Note: 191p.
Available from: International Reading Association, Six Tyre Ave., Newark, Delaware 19711 ($3.00 for members, $3.50 for nonmembers).
Document Not Available from EDRS.
Descriptors: Basic Reading/ *Beginning Reading/ Individualized Reading/ Initial Teaching Alphabet/ Language Experience Approach/ Linguistics/ Phonics/ *Reading Instruction / *Reading Programs/ *Reading Research/ Structural Analysis/ *Teaching Techniques
This publication contains pa ers contributed to the fifth Perspectives of Reading conference of the International Reading Association which focused on the teaching of beginning reading. The following approaches are described and evaluated: (1) individualized reading, (2) basal reading, (3) linguistic approach, (4) phonics approach, (5) new alphabet approach, (6) language experience approach, and (7) early letter emphasis. Each approach is presented in terms of its rationale, its unique elements and points of emphasis, research supporting its effectiveness, research going on, and its future. References are listed for each approach. Differing views on the Carden method, words in color, programed reading, the phonovisual approach, phonetic keys to reading, and the initial teaching alphabet are presented under phonics and the new alphabet approach. Linguistic approaches for children with bilingual background and reading programs for the disadvantaged are discussed. A concluding article lists standards for evaluating reading programs. (NS)

PART I-B

COMPUTER-BASED INFORMATION SEARCH AND ANALYSIS OF REFERENCES TO THE INITIAL TEACHING ALPHABET IN NON-BILINGUAL CONTEXTS IN THE ERIC DATA BASE

N.B.

For information on the ERIC data base and how to use the annotated bibliography, please see preceding chapter.

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ED 026125, ED 012228, ED 010988

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*ED 077842# *ED 059011, *ED 022645

ED 089195, ED 076941# ED 075810, ED 059841, ED 059840# ED 054916# ED 048246, ED 039103, ED 026225# ED 024522, ED 022657, ED 018348, ED 017413, ED 015865

LANGUAGE HANDICAPPED: *EJ 073376

*ED 047904

LANGUAGE INSTRUCTION: *EJ 116161, *EJ 004714

EJ 049469

LANGUAGE INSTRUCTION: *ED 043724, *ED 043723, *ED 043722
(CONTINUED)
ED 113945, ED 043720, ED 039412#

LANGUAGE LEARNING LEVELS: EJ 056165

LANGUAGE PATTERNS: *EJ 030562

LANGUAGE PROGRAMS: *ED 026125
ED 017411

LANGUAGE RESEARCH: EJ 068918
*ED 019108# *ED 017899
ED 045286, ED 017510

LANGUAGE SKILLS: *EJ 073375
ED 089195, ED 066720

LANGUAGE TEACHERS: *ED 017899

LEARNING: EJ 068918
ED 015038#

LEARNING CHARACTERISTICS: *EJ 056165
ED 051968

LEARNING DISABILITIES: EJ 109301, EJ 073379, EJ 064879
ED 105440

LEARNING MODALITIES (October 1971): EJ 115799
ED 076947

LEARNING PROCESSES: EJ 030562
*ED 048246, *ED 010615

LEARNING THEORIES: ED 048246

LEBANON: ED 012192

LEICESTER: ED 018957

LESSON PLANS: ED 026798

LETTERS (ALPHABET) (March 1971): *ED 067680

LIBRARIES: ED 015038#

LINEAR PROGRAMING: *ED 018957

LINGUISTIC COMPETENCE (March 1969): *EJ 013616

EJ 073376

ED 046904

LINGUISTIC PATTERNS: EJ 019255

*ED 010615

LINGUISTICS: *EJ 022061, *EJ 017964

EJ 115799, EJ 011498, EJ 002819

*ED 045321, *ED 027139, *ED 017899

ED 089195, ED 079690, ED 075810, ED 050928#
ED 048246, ED 026798, ED 024522, ED 022657,
ED 022653# ED 022639, ED 015865, ED 011317

LIPPINCOTT BASIC READING SERIES: ED 003485

LIPPINCOTT READING PROGRAM: ED 003360

LISTENING COMPREHENSION: EJ 018198

LISTENING SKILLS: ED 038386#

LITERACY: *EJ 073381, *EJ 073375

*ED 011317

LITERACY EDUCATION: *ED 026619, *ED 014650

LITERATURE: ED 017899, ED 010615

LITERATURE APPRECIATION: ED 038386#

LITERATURE REVIEWS: *EJ 115799, *EJ 074972, *EJ 074963, *EJ 068918,
*EJ 035685, *EJ 022061

*ED 095482, *ED 024522

ED 098498

LOGICAL THINKING: *EJ 019272

LONDON UNIVERSITY: ED 027147#

LONGITUDINAL STUDIES: EJ 082613

*ED 063083, *ED 059850, *ED 045327, *ED 039117,
*ED 032133, *ED 031387, *ED 015864, *ED 015846

ED 026125, ED 019108# ED 012229, ED 010615

LOW ACHIEVEMENT FACTORS: ED 039114

MALAGASY: EJ 031492

MANUALS: *ED 097904

MATERIAL DEVELOPMENT: *EJ 031492

*ED 014650

MATHEMATICS: ED 091658

MEASUREMENT INSTRUMENTS: *ED 044260

MEASUREMENT TECHNIQUES: *ED 003469

ED 040838, ED 015861#

MENTALLY HANDICAPPED: ED 012228

METEP: ED 040981

METHODS: *ED 033005

ED 039117

METHODS RESEARCH: *ED 063082, *ED 051968, *ED 015846, *ED 013173,
*ED 011231, *ED 003361

ED 015865, ED 003854

METROPOLITAN ACHIEVEMENT TESTS: ED 043720

MICHIGAN SUCCESSIVE DISCRIMINATION PROGRAM: ED 064708

MINNEAPOLIS: ED 012228

MINORITY GROUP CHILDREN: ED 067680

MODEL ELEMENTARY TEACHER EDUCATION PROJECT: ED 040981

MORALE: EJ 068918

MORPHEMES: ED 027141

MORPHOLOGY (LANGUAGES): EJ 002819

MOTIVATION TECHNIQUES: EJ 031492

MUKILTEO: ED 015081

MUKILTEO SCHOOL DISTRICT 36: ED 015081

MULTIMEDIA INSTRUCTION: ED 075810

MULTISENSORY LEARNING: EJ 017964
ED 026799, ED 026798, ED 026797

NATIONAL EDUCATION ASSOCIATION: ED 018329

NATIONAL SURVEYS: ED 014650

NEGRO STUDENTS: ED 065845

NEGRO YOUTH: *ED 067680

NEW BRUNSWICK: ED 003387

NEW CASTLE: ED 010615

NEW JERSEY: ED 003469, ED 003387

NEW YORK: ED 013735, ED 003485

NEW YORK CITY: ED 011231

NEW YORK STATE: *ED 026619

NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH: ED 015861#

NONPROFESSIONAL PERSONNEL: ED 022639

NONVERBAL COMMUNICATION (March 1969): ED 047904

NORWEGIAN: EJ 009892

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION: ED 015081

OLYMPIA: ED 015081, ED 012229

OPTIONAL BRANCHING: EJ 084603
*ED 018957

ORAL COMMUNICATION; *ED 017510

ED 017411

ORAL EXPRESSION: *ED 041892

ED 003485

ORAL READING: *EJ 022061

ED 066720, ED 043722, ED 015864, ED 015846, ED 013176

OREGON: ED 012192

ORGANIZATIONAL CHANGE: *ED 015038#

ORTHOGRAPHIC SYMBOLS: *EJ 117375, *EJ 116161, *EJ 107214, *EJ 085885,
*EJ 074972, *EJ 073381, *EJ 073378, *EJ 066813,
*EJ 046501, *EJ 037094, *EJ 019212, *EJ 016458,
*EJ 013608

EJ 129236, EJ 106576, EJ 080289, EJ 073375,
EJ 056930, EJ 035656, EJ 030562, EJ 018198,
EJ 013930, EJ 001109

*ED 098498, *ED 092875, *ED 092874, *ED 089208.
*ED 072409# *ED 051968, *ED 047906, *ED 047905,
*ED 039412# *ED 032295, *ED 027147# *ED 027141,
*ED 013735, *ED 010988, *ED 003361

ED 091656, ED 067680, ED 057999# ED 041892,
ED 022653# ED 019144, ED 019108# ED 017510,
ED 015865, ED 015862# ED 015846, ED 014416#
ED 013176, ED 013173, ED 011832, ED 011231,
ED 003854, ED 003387

ORTHOGRAPHY: EJ 066813

PARENT INFLUENCE: ED 012228

PARENT PARTICIPATION: ED 047896, ED 026799, ED 026797

PARENT RESPONSIBILITY: *ED 018350#

ED 012228

PARENT ROLE: ED 059011

PARTIALLY SIGHTED: ED 035148

PARTICIPANT CHARACTERISTICS: ED 026619

PEABODY LANGUAGE DVELOPMENT KIT: *ED 105440, *ED 043724

ED 043723, ED 026125

PEER GROUPS: ED 089208

PENNSYLVANIA: ED 013173, ED 003361, ED 003360

PERCEPTION: ED 022653#

PERCEPTUAL DEVELOPMENT: ED 024522

PERCEPTUALLY HANDICAPPED: *EJ 064879

*ED 043720

PERFORMANCE FACTORS: *ED 003469

PERFORMANCE TESTS: ED 051968

PERSONNEL: *ED 015038#

PHONEME GRAPHEME CORRESPONDENCE (July 1973): ED 122227

PHONEMES: *EJ 066813

EJ 073381, EJ 019212

ED 122227, ED 048246, ED 038386# ED 027141, ED 022653#

PHONEMIC ALPHABETS: *EJ 011498

*ED 057999# *ED 027141

PHONEMICS: *EJ 073381

EJ 068911

ED 027139, ED 026799, ED 026798, ED 026797

PHONETIC ANALYSIS: ED 026799, ED 026797

PHONETICS: *EJ 095017, *EJ 019212

EJ 073379, EJ 073375

ED 048246, ED 028316, ED 027141, ED 027139, ED 026798, ED 026797, ED 003387

PHONETIC TRANSCRIPTION: *EJ 107214, *EJ 073378

EJ 089025

*ED 033127#

PHONICS: *EJ 045090, *EJ 031492, *EJ 001534

EJ 077013, EJ 072531, EJ 068911, EJ 038514, EJ 035685,
EJ 017964, EJ 009892

*ED 097904, *ED 091656, *ED 072115, *ED 063082, *ED 028040

ED 089208, ED 079690, ED 079678# ED 063083, ED 059841,
ED 059840# ED 047906, ED 045327, ED 043722, ED 043720,
ED 039103, ED 038386# ED 033005, ED 027139, ED 024522,
ED 022657, ED 022653# ED 022639, ED 022626, ED 020098,
ED 018329, ED 017411, ED 015865, ED 015864, ED 012228,
ED 010615, ED 003387

PHONICS AND WORD POWER: ED 010615

PHONOGRAPHIC REPRESENTATION: *EJ 074972

PHONOLOGICAL UNITS: EJ 074972

PIAGET TYPE PROJECTS: ED 015038#

PINTNER CUNNINGHAM PRIMARY TEST: ED 019144

PITMAN (JAMES): EJ 016458

PITTSBURGH: *EJ 016458

POSITIVE REINFORCEMENT: *EJ 068918

POST SECONDARY EDUCATION: EJ 073380

PREDICTIVE ABILITY (TESTING): *ED 039103

ED 026619

PREDICTIVE MEASUREMENT: ED 011317

PRESCHOOL CHILDREN: *ED 026799, *ED 026798, *ED 026797

PRESCHOOL EDUCATION: ED 045296, ED 019108#

PRESERVICE EDUCATION: *ED 040981

ED 044246

PRETESTING: ED 039412#

PRIMARY EDUCATION: EJ 129236, EJ 016510

*ED 064684

ED 122227, ED 114803, ED 105440, ED 076952
ED 072409# ED 032295

PRIMARY GRADES: *EJ 080289, *EJ 013608

EJ 085885

*ED 047905, *ED 047903, *ED 046635, *ED 045327, *ED 045286, *ED 040838, *ED 022645, *ED 022639, *ED 020098, *ED 017406, *ED 013173

ED 073440, ED 067680, ED 047904, ED 031387, ED 027147#

PRINCIPALS: ED 059229

PRINTING: ED 059229

PROBLEMS: ED 015038#

PROGRAM DESCRIPTIONS: *ED 059841

PROGRAM DEVELOPMENT: EJ 070678

*ED 044246

ED 035148

PROGRAMED INSTRUCTION: *EJ 017964

EJ 084603, EJ 004714

*ED 018957

ED 089195, ED 076947, ED 075810, ED 012228, ED 011317

PROGRAMED MATERIALS: ED 079678# ED 054916# ED 050928# ED 018329

PROGRAMED TEXTS: ED 028316, ED 017413

PROGRAM EFFECTIVENESS: *EJ 073379

EJ 064879

*ED 039117, *ED 026125, *ED 017406

PROGRAM EVALUATION: *EJ 109301

*ED 044246, *ED 040838, *ED 026125, *ED 017406

ED 059229, ED 035148

PROGRAMING (BROADCAST) (August 1971): *EJ 072531

PROGRAMS: *ED 077842#

PRONUNCIATION: *EJ 022062
EJ 095953, EJ 002819
ED 057999# ED 022653#

PSYCHOLINGUISTICS: *EJ 030562, *EJ 018198
*ED 043720
ED 050928#

PUBLICATIONS: ED 044246

PUBLIC SCHOOL ADULT EDUCATION: ED 039412#

PUBLISHING INDUSTRY: EJ 111304

PUPPERTY (April 1972): *EJ 070678

QUESTION ANSWER INTERVIEWS: ED 040838

QUESTIONNAIRES: *ED 039093
ED 059229, ED 040838, ED 039412#

READABILITY: ED 050928#

READING: *EJ 064879
EJ 106576, EJ 002819
*ED 097904, *ED 076947, *ED 076941# *ED 075810, *ED 066720,
*ED 064708, *ED 045321, *ED 043722, *ED 003387,
ED 098498, ED 095482, ED 092875, ED 092874, ED 091658,
ED 091656, ED 089199, ED 089195, ED 083569, ED 082145,
ED 079678# ED 077842# ED 076952, ED 073440, ED 066721#
ED 043724, ED 043723

READING ABILITY: *EJ 018198, *EJ 006590
*ED 067680, *ED 011317
ED 039117, ED 039103

READING ACHIEVEMENT: *EJ 082613, *EJ 025027, *EJ 013616
EJ 117375, EJ 068918, EJ 063986, EJ 049469,
EJ 009894, EJ 006590, EJ 001534, EJ 001533,
EJ 001523

READING ACHIEVEMENT: *ED 083569, *ED 072409# *ED 066721# *ED 063083,
(CONTINUED) *ED 026225# *ED 022639, *ED 015865, *ED 015846,
*ED 010615, *ED 003485

ED 089199, ED 072115, ED 053870, ED 047904,
ED 046635, ED 045327, ED 040838, ED 039114,
ED 028040, ED 026125, ED 022645, ED 022626,
ED 018350# ED 017415, ED 017413, ED 017411,
ED 017406, ED 015864, ED 013176, ED 013173,
ED 012229, ED 011317, ED 011231, ED 003360

READING COMPREHENSION: *EJ 045090

EJ 073376, EJ 001534

*ED 122227

ED 076947, ED 066721# ED 059850, ED 048246,
ED 022645, ED 022626

READING CONSULTANTS: ED 039093

READING DEVELOPMENT: *EJ 089025, *EJ 077013, *EJ 073379

EJ 016510

*ED 114803, *ED 079690, *ED 066720, *ED 032133

ED 091658, ED 089199, ED 089195, ED 079678#
ED 073429# ED 072115, ED 064708, ED 063083,
ED 026125, ED 003854

READING DIAGNOSIS: ED 018350#

READING DIFFICULTY: *EJ 109301, *EJ 073379

EJ 035685

*ED 098498, *ED 064684, *ED 050928# *ED 047906

ED 018350# ED 018348, ED 011317

READING FAILURE: EJ 073376, EJ 045090, EJ 016510

ED 098498, ED 083569, ED 003854

READING GAMES: *ED 079678#

READING IMPROVEMENT: EJ 077013, EJ 006590

*ED 066720

ED 095482, ED 092875, ED 089199, ED 083569,
ED 076941#

READING INSTRUCTION: *EJ 129236, *EJ 117375, *EJ 107214, *EJ 106576,
*EJ 095973, *EJ 095953, *EJ 095017, *EJ 085885,
*EJ 084603, *EJ 080289, *EJ 077013, *EJ 074972,
*EJ 068911, *EJ 063986, *EJ 056165, *EJ 055182,
*EJ 053679, *EJ 046501, *EJ 045090, *EJ 038514,
*EJ 035685, *EJ 035656, *EJ 031492, *EJ 030562,
*EJ 029187, *EJ 025027, *EJ 022071, *EJ 016510,
*EJ 016458

EJ 089025, EJ 074963, EJ 011498

*ED 119162# *ED 114803, *ED 113945, *ED 098498,
*ED 095482, *ED 092875, *ED 092874, *ED 089208,
*ED 089195, *ED 083569, *ED 082145, *ED 079678#
*ED 076952, *ED 076947, *ED 076941# *ED 075810,
*ED 073440, *ED 073429# *ED 072115, *ED 066720,
*ED 065845, *ED 064708, *ED 064684, *ED 063082,
*ED 059850, *ED 059841, *ED 059840# *ED 059011,
*ED 057999# *ED 054916# *ED 053892, *ED 053870,
*ED 050928# *ED 048246, *ED 047903, *ED 047896,
*ED 045286, *ED 043724, *ED 043723, *ED 043722,
*ED 043720, *ED 039117, *ED 039103, *ED 038386#
*ED 035148, *ED 028040, *ED 027147# *ED 027139,
*ED 026225# *ED 022657, *ED 022626, *ED 020098,
*ED 019108# *ED 018348, *ED 018329, *ED 015081,
*ED 012228, *ED 011317, *ED 011231, *ED 003469,
*ED 003361

ED 089199, ED 077842# ED 072409# ED 063083,
ED 059229, ED 045321, ED 041892, ED 039114,
ED 039093, ED 032133, ED 026619, ED 022639,
ED 017899, ED 017413, ED 017415, ED 017406,
ED 015865, ED 013176, ED 013173, ED 012229,
ED 011832, ED 010988, ED 010615, ED 003854,
ED 003360

READING INTERESTS: *EJ 035688

*ED 091656

READING MATERIALS: *EJ 111304

EJ 095973, EJ 045090, EJ 001534

*ED 089195, *ED 083569, *ED 079678# *ED 077842#
*ED 076941# *ED 075810, *ED 073440, *ED 054916#
*ED 047896, *ED 044246, *ED 027139, *ED 026619,
*ED 022626, *ED 014650, *ED 003854, *ED 003360

ED 092875, ED 092874, ED 079690, ED 073429#
ED 072115, ED 065845, ED 063082, ED 059840#
ED 035148, ED 033127# ED 013176, ED 013173

READING MATERIAL SELECTION: *EJ 077013

ED 079678#

READING PROCESSES: *EJ 009892

*ED 114803, *ED 047906

ED 079690, ED 047896, ED 027141

READING PROGRAMS: *EJ 053679

EJ 095973, EJ 084603, EJ 073375, EJ 070678,
EJ 016510, EJ 001534

*ED 105440, *ED 091658, *ED 089199, *ED 077842#
*ED 076941# *ED 059841, *ED 059840# *ED 054916#
*ED 046635, *ED 044246, *ED 027141, *ED 027139,
*ED 026225# *ED 022653# *ED 022626, *ED 018350#
*ED 018329, *ED 015865, *ED 012229, *ED 011832,
*ED 010615

ED 114803, ED 083569, ED 076952, ED 045286,
ED 031387, ED 026125, ED 022639, ED 020098,
ED 017411, ED 017406

READING READINESS: *EJ 056165, *EJ 001532

EJ 045090, EJ 001533

*ED 089208, *ED 079690, *ED 049262# *ED 039103,
*ED 022626, *ED 003485

ED 059840# ED 026225# ED 018350# ED 018348,
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READING READINESS TESTS: *EJ 029187

ED 022626, ED 003360

READING RESEARCH: *EJ 035685, *EJ 022062, *EJ 022061, *EJ 117375,
*EJ 107214, *EJ 095973, *EJ 085885, *EJ 082613,
*EJ 074972, *EJ 074963, *EJ 068918, *EJ 055182,
*EJ 039923, *EJ 035688, *EJ 011498, *EJ 009894,
*EJ 001534, *EJ 001533, *EJ 001532, *EJ 001523

EJ 080289, EJ 073381, EJ 063986, EJ 053679,
EJ 035656, EJ 016510, EJ 006590

*ED 114803, *ED 095482, *ED 091658, *ED 089199,
*ED 082145, *ED 079690, *ED 076947, *ED 076941#
*ED 072409# *ED 072115, *ED 066721# *ED 063083,
*ED 063082, *ED 053892, *ED 053870, *ED 047904,

READING RESEARCH: *ED 047903, *ED 046635, *ED 045327, *ED 045296,
(CONTINUED) *ED 045286, *ED 044260, *ED 040838, *ED 039114,
*ED 039093, *ED 026225# *ED 020098, *ED 017413,
*ED 017411, *ED 015865, *ED 015864, *ED 015862#
*ED 015861# *ED 015846, *ED 014399, *ED 013735,
*ED 013176, *ED 013173, *ED 012229, *ED 011231,
*ED 010988

ED 119162# ED 092875, ED 092874, ED 089208,
ED 083569, ED 075810, ED 073440, ED 073429#
ED 065845, ED 051968, ED 031387, ED 027147#

READING SKILLS: *EJ 001109

EJ 073379, EJ 066813

*ED 091658, *ED 024522

ED 114803, ED 089199, ED 089195, ED 083569,
ED 082145, ED 076947, ED 076941# ED 072115,
ED 066720, ED 064708, ED 063083, ED 038386#
ED 032133, ED 022626, ED 020098, ED 017406,
ED 015865, ED 013173, ED 012229, ED 011832

READING TESTS: EJ 006590

ED 105440 ED 050928# ED 044260, ED 031387,
ED 020098 ED 015081, ED 003360

RECREATIONAL READING: ED 018348

REFERENCE MATERIALS: ED 113945, ED 018348

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REMEDIAL READING: *EJ 109301

EJ 018198

ED 079690, ED 079678# ED 076947, ED 076941#
ED 059850, ED 047904, ED 047903, ED 047896

REMEDIAL READING CLINICS: *ED 003854

REMEDIAL READING PROGRAMS: ED 019108#

REPORTS (May 1969): *EJ 031460

RESEARCH: ED 026619

RESEARCH DESIGN: *EJ 074963

*ED 044260, *ED 014416#

RESEARCH METHODOLOGY: ED 015861#

RESEARCH NEEDS: *EJ 074963

EJ 022062, EJ 017964

ED 072115, ED 035148

RESEARCH PROBLEMS: EJ 074963

*ED 015861# *ED 014416#

RESEARCH PROJECTS: ED 045286

RESEARCH REVIEWS (PUBLICATIONS): *EJ 019212

*ED 072115, *ED 033005, *ED 022653#
*ED 018348

ED 026797

RESEARCH TOOLS: ED 015861#

RESOURCE MATERIALS: *ED 113945, *ED 072115

RETARDATION: ED 028316

RETARDED READERS: EJ 073376

ED 040838

REVIEW (REEXAMINATION): ED 015862#

RINSLAND VOCABULARY LIST: EJ 107214

RUTGERS THE STATE UNIVERSITY: ED 013176

RUTGERS UNIVERSITY: ED 015846

SAN JOSE: ED 003854

SCHOOL DISTRICTS: EJ 072531

SCHOOL OF EDUCATION: ED 014416#

SCHOOL PUBLICATIONS: ED 003360

SCIENTIFIC RESEARCH: *EJ 073381

SCOTT FORESMAN BASAL READER: ED 010615

SCOTT FORESMAN NEW BASIC READERS SERIES: ED 003485

SCOTT FORESMAN SERIES: ED 003360

SECONDARY EDUCATION: ED 079690, ED 038386#

SECONDARY SCHOOLS: *ED 018350#

ED 015038#

SECONDARY SCHOOL STUDENTS: ED 047903

SECONDARY SCHOOL TEACHERS: EJ 037011

SECOND LANGUAGE LEARNING: *EJ 073380, *EJ 073375

EJ 116161

ED 113945

SELF CONCEPT: *EJ 019255

ED 012192

SELF EXPRESSION: *EJ 019255

ED 059229

SEQUENTIAL READING PROGRAMS: *ED 024522

SEX DIFFERENCES: ED 066721# ED 031387, ED 003485

SIGHT METHOD: *EJ 031492

EJ 038514

ED 072115, ED 028316, ED 024522

SIGHT VOCABULARY: ED 072115

SILENT READING: ED 015864, ED 015846, ED 013176

SLOW LEARNERS: *EJ 006590

ED 079690, ED 064684

SOCIAL BACKGROUND: *ED 039114

ED 066721#

SOCIAL BEHAVIOR (December 1970): EJ 073376

SOCIAL DISADVANTAGEMENT: ED 050928#

SOCIOECONOMIC BACKGROUND: ED 026619

SOCIOECONOMIC STATUS: EJ 019272

*ED 003469

SOUTHERN SCHOOLS: ED 045286

SPANISH MEXICANS: EJ 073380, EJ 001532

SPANISH CULTURE: EJ 073380

SPANISH SPEAKING: *EJ 073380

*ED 039412#

ED 026225#

SPEECH: ED 017510

SPEECH EDUCATION: *EJ 073375

SPEECH HANDICAPPED: *ED 026799, *ED 026798, *ED 026797

SPEECH IMPROVEMENT: ED 059229, ED 026797

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TEACHING GUIDES: EJ 073378

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DIALOG Search File1: ERIC FULL TEXT SEP78

EJ129236 CS702533
The Bullock Commission's Judgment of i.t.a.
Downing, John Reading Teacher; 29; 4; 379-82 Jan 78
Descriptors: *Initial Teaching Alphabet/ *Beginning Reading/ *Reading Instruction/ *Orthographic Symbols/ Primary Education/ Spelling
Identifiers: *Bullock Commission
Discusses the positive effects that can be gained from using the initial teaching alphabet in beginning reading instruction. (RB)

EJ128989 CE504251
ITA: A Clearing House for Everyone?
Training; 12; 12; 52,96 Dec 75
Descriptors: *Professional Associations/ *Audiovisual Aids/ *Trainers/ *Manufacturing Industry/ *Information Utilization/ Training Techniques/ Industrial Training/ Management Education/ Information Services
Identifiers: *International Tape Association/ ITA
An executive of a large oil company and member of the International Tape Association, an organization for users and suppliers of audio-visual equipment, describes the usefulness of the association's services to trainers in business and industry in a telephone interview. (MS)

EJ117375 CS702041
Comparative Attitudes and Achievements of the 1963 i.t.a. and T.O Taught Students in the Tenth and Eleventh Grades
Mazurkiewicz, Albert J. Reading World; 14; 4; 424-51 May 75
Descriptors: *Reading Instruction/ *Reading Research/ *Teaching Methods/ *Initial Teaching Alphabet/ *Orthographic Symbols/ Elementary Secondary Education/ Reading Achievement
Concludes that i.t.a taught first grade students demonstrate no negative achievements characteristics in reading, language arts factors, or spelling when compared to their T.O. counterparts in the 10th grade year on standardized tests of achievement. (RB)

EJ116161 FL507360
Ecrit et graphie dans l'enseignement du francais (Writing and Spelling in French Teaching)
Catach, Nina Francais dans le monde; 109; 32-39 Dec 74
Descriptors: *Language Instruction/ *French/ *Written Language/ *Spelling/ *Orthographic Symbols/ Second Language Learning/ Initial Teaching Alphabet/ Generative Grammar/ Graphemes
(Text is in French.)

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EJ115799 CS706685
What Research Tells Us about Spelling
Geedy, Patricia S. Elementary English; 52; 2; 233-6 Feb 75
Descriptors: *Spelling Instruction/ *Educational Research/ *Teaching Methods/ *Literature Reviews/ Linguistics/ Word Lists / Initial Teaching Alphabet/ Learning Modalities/ Elementary Education/ Language Arts
Spelling research indicates that an effective language arts program should incorporate direct teaching of spelling words with teaching the words in a meaningful context. (JH)

EJ111304 IR501401
Directions of Change in Basal Readers
Lindsey, LaVerne B.; Vickery, Verna L. School Media Quarterly; 3; 2; 133-6,141 W 75
Descriptors: *Basic Reading/ *Reading Materials/ Initial Teaching Alphabet/ Publishing Industry
Identifiers: *Basal Readers
A brief history and futuristic projection of children's readers. (Author)

EJ109301 EC070229
Severe Reading Disability and the Initial Teaching Alphabet
Lane, Alaine Journal of Learning Disabilities; 7; 8; 479-83 Oct 74
Descriptors: *Dyslexia/ *Reading Difficulty/ *Initial Teaching Alphabet/ *Remedial Reading/ *Program Evaluation/ Exceptional Child Research/ Learning Disabilities/ Intermediate Grades

EJ107214 CS701498
"The Diacritical e"
Mazurkiewicz, Albert J. Reading World; 14; 1; 9-21 Oct 74
Descriptors: *Reading Research/ *Orthographic Symbols/ *Reading Instruction/ *Initial Teaching Alphabet/ *Phonetic Transcription/ Elementary Education
Identifiers: Rinsland Vocabulary List
Reports on a visual-auditory analysis of each of the 1575 e-ending words found on the "Rinsland Vocabulary List" to determine whether the e should be considered as a diacritic. (RB)

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EJ106576 SP502979
i.t.a. Made It in Lenwood
Beatty, Barbara J. Learning; 3; 3; 32-4 Nov 74
Descriptors: *Initial Teaching Alphabet/ *Reading Instruction / *Creative Writing/ *Elementary School Students/ Orthographic Symbols/ Reading
This article describes the successful use of the initial teaching alphabet at Lenwood Elementary School in Barstow, California. (PD)

EJ095973 CS700943
i.t.a. Revisited
Mazurkiewicz, Albert J. Reading World; 13; 3; 156-60 Mar 74
Descriptors: *Reading Research/ *Beginning Reading/ *Reading Instruction/ *Initial Teaching Alphabet/ Reading Materials/ Reading Programs
Discusses what studies of i.t.a. throughout the past eleven years have revealed for teachers and researchers in the field of reading. (TO)

EJ095953 CS700923
Could You Teach i.t.a.?
Downing, John Reading Improvement; 10; 2; 54-62 F 73
Descriptors: *Initial Teaching Alphabet/ *Reading Instruction / *Inservice Teacher Education/ *Beginning Reading/ Pronunciation/ Elementary Education
Presents i.t.a. in a way that enables a teacher to learn the i.t.a. code individually and describes i.t.a. on the basis of American pronunciation. (TO)

EJ095017 PS503170
Spelling Achievement and the Initial Teaching Alphabet: Analysis of Errors
Petty, Walter T.; And Others Elementary School Journal; 74 ; 5; 309-313 Feb 74
Descriptors: *Reading Instruction/ *Phonetics/ *Spelling
Identifiers: *Initial Teaching Alphabet

EJ089025 AA517330
Teaching the A, B, Kuh-Cees
Abrams, Rhoda Instructor; 83; 5; 66-7 Jan 74
Descriptors: *Initial Teaching Alphabet/ *Early Reading/ *Reading Development/ Phonetic Transcription/ Early Childhood Education/ Elementary School Teachers/ Reading Instruction
Alphabet names that don't correspond to their sounds can throw beginning readers off the track. This reading specialists renames some of the letters and teaches them to kids. (Editor)

EJ085885 CS706067
Wanted: Reform in Orthographies
Betts, Emmett Albert Journal of Reading; 17; 2; 136-39 Nov 73
Descriptors: *Spelling Instruction/ *Orthographic Symbols/ *Beginning Reading/ *Reading Instruction/ *Reading Research/ Initial Teaching Alphabet/ Primary Grades
A brief glance at traditional orthographies and the initial teaching alphabet points up the need for spelling reform. (RB)

EJ084603 EM503569
Computer Assisted Instruction in Initial Reading: Individualized Instruction Based on Optimization Procedures
Atkinson, R. C.; And Others Educational Technology; 1; 9; 27-37 Sep 73
Descriptors: *Computer Assisted Instruction/ *Reading Instruction/ *Initial Teaching Alphabet/ Programed Instruction/ Individualized Reading/ Optional Branching/ Teaching Procedures / Reading Programs
Identifiers: Stanford University/ East Palo Alto
A discussion of the computer-assisted instruction program in initial reading at Stanford University. The program consists of eight parts or strands that help the students learn the alphabet, a sight-word vocabulary of 700 words, spelling patterns within words, phonetic structures and comprenension of semantic categories and sentences. (Author)

EJ082613 CS705920
A Suburban School District's Five Year Experience with the Initial Teaching Alphabet
Ward, Byron J. Reading World; 13; 1; 52-70 Oct 73
Descriptors: *Beginning Reading/ *Initial Teaching Alphabet/ *Reading Research/ *Reading Achievement/ *Suburban Schools/ Longitudinal Studies
Identifiers: West Genesee Central School/ Traditional Orthography

EJ080289 CS705779
The Effect of Reading Method on Composition: i.t.a. vs. T.O.
Shapiro, Bernard J.; Shapiro, Phyllis P. Journal of Reading Behavior; 5; 2; 82-87 Spr 73
Descriptors: *Reading Instruction/ *Composition (Literary)/ *Initial Teaching Alphabet/ *Primary Grades/ Reading Research/ Creative Writing/ Statistical Data/ Orthographic Symbols
Identifiers: Traditional Orthography

EJ077013 AA515534
Whatever Happened to Reading?
Woodfin, Mary Jo Educational Leadership; 30; 7; 619-22 Apr 73
Descriptors: *Individualized Instruction/ Initial Teaching Alphabet/ Instructional Media/ Phonics/ *Reading Development/ Reading Improvement/ *Reading Instruction/ *Reading Material Selection/ Student Teacher Ratio/ *Teaching Techniques
Article introduces ways to improve reading at upper school levels and provides suggestions for avoiding the turmoil that reading has undergone in the past. (RK)

EJ074972 CS705585
The Influence of Writing-System Characteristics on Learning to Read
Gillooly, William B. Reading Research Quarterly; 8; 2; 167-99 W 73
Descriptors: Conceptual Schemes/ Initial Teaching Alphabet/ *Literature Reviews/ *Orthographic Symbols/ Phonological Units/ *Reading Instruction/ *Reading Research/ Word Study Skills/ Written Language
Identifiers: *Phonographic Representation
Summarizes the work of those seeking to analyze orthography and the experimental, historical, and cross-national data which bear on the behavioral effects of writing system characteristics. (Author)

EJ074963 CS700108
i.t.a. and Other Alphabets
Block, J. R. Elementary English; 50; 1; 49-59 Jan 73
Descriptors: Alphabets/ *Initial Teaching Alphabet/ *Literature Reviews/ Reading Instruction/ *Reading Research/ *Research Design/ *Research Needs/ Research Problems
Reviews research studies of the i.t.a. and suggests areas for further investigation. (MM)

EJ073381 AC502375
The Orthography Factor in Literacy Acquistion in Different Languages
Downing, John Literacy Discussion; 3; 3-4; 409-27 Sep-Dec 72
Descriptors: Guidance/ *Initial Teaching Alphabet/ *Literacy/ *Orthographic Symbols/ Phonemes/ *Phonemics/ Reading Research/ *Scientific Research/ Writing
Discusses scientific research on the orthography factor in literacy acquisition. First, an i. t. a. experiment was carried out in Britain, and the second study was a comparision of literacy acquisition in 14 different countries. (Author/RK)

EJ073380 AC502373
The Use of the Initial Teaching Alphabet in Teaching English as a Second Language to Speakers of Spanish
Larick, James Literacy Discussion; 3; 3-4; 398-401 Sep-Dec 72
Descriptors: Acceleration/ *English (Second Language)/ *Initial Teaching Alphabet/ *Interference (Language Learning)/ Post Secondary Education/ *Second Language Learning/ Spanish Americans/ Spanish Culture/ *Spanish Speaking
Lists advantages of using the initial teaching alphabet for language learning. (RK)

EJ073379 AC502372
i. t. a.'s Effectiveness in the Prevention and Treatment of Disabilities in Reading and Writing
Downing, John Literacy Discussion; 3; 3-4; 363-93 Sep-Dec 72
Descriptors: Beginning Reading/ *Initial Teaching Alphabet/ Learning Disabilities/ Phonetics/ *Program Effectiveness/ *Reading Development/ *Reading Difficulty/ Reading Skills/ Spelling/ *Writing Skills
In assessing the effectiveness of the initial teaching alphabet, a survey included the professional opinions of British teachers who have used i.t.a. and a searching critical analysis of the published experimental research on i.t.a. (Author/RK)

EJ073378 AC502371
The Initial Teaching Alphabet, a Description
Mazurkiewicz, Albert J. Literacy Discussion; 3; 3-4; 359-62 Sep-Dec 72
Descriptors: Ambiguity/ Course Descriptions/ *Guidelines/ *Initial Teaching Alphabet/ *Orthographic Symbols/ *Phonetic Transcription/ Speech Skills/ Spelling Instruction/ Teaching Guides/ *Word Recognition
Explains the basis for the initial teaching alphabet and how it functions. (RK)

EJ073376 AC502369
Adult Literacy
Pitman, James Literacy Discussion; 3; 3-4; 337-56 Sep-Dec 72
Descriptors: *Functional Reading/ *Illiterate Adults/ *Initial Teaching Alphabet/ *Language Handicapped/ Linguistic Competence/ Reading Comprehension/ Reading Failure/ Retarded Readers/ Social Behavior/ *Verbal Ability
Article discusses the remedial learning of reading for the teaching of the English language to those who come to school with deficient verbal skills, and for others who simply want to enjoy a satisfactory life. (Author/RK)

EJ073375 AC502368
Oracy and Literacy
Pitman, James Literacy Discussion; 3; 3-4; 319-36 Sep-Dec 72
Descriptors: Communication Skills/ *Initial Teaching Alphabet / *Language Skills/ *Literacy/ Orthographic Symbols/ Phonetics/ Reading Programs/ *Second Language Learning/ *Speech Education/ Spelling
Article focuses on the part played by the learning medium in the acquisition of both language skills in a second language. (Author)

EJ072531 AC502374
Beginning Reading via Television
McClintick, Otto F. Literacy Discussion; 3; 3-4; 405-8 Sep-Dec 72
Descriptors: *Beginning Reading/ *Educational Television/ *Initial Teaching Alphabet/ Kindergarten/ Phonics/ *Programing (Broadcast)/ School Districts/ *Teacher Educator Education/ Teacher Programs/ Television Teachers
The use of television as an aid for teaching the initial teaching alphabet is discussed with programing recommendations. (RK)

EJ070678 CS705373
TV plus Puppets equals i.t.a. The Easy Way
Dapper, Gloria Reading Newsreport; 7; 3; 18-20 Jan 73
Descriptors: *Beginning Reading/ Course Content/ *Initial Teaching Alphabet/ Program Development/ *Puppetry/ Reading Programs/ *Teaching Techniques/ *Video Equipment

72

EJ068918 CS705279
Reading Research in Progress
Reading Newsreport; 7; 1; 54-55 Oct 72
Descriptors: *Cloze Procedure/ Educational Research/ *Initial Teaching Alphabet/ Language Research/ Learning/ *Literature Reviews/ Morale/ *Positive Reinforcement/ Reading Achievement/ *Reading Research

EJ068911 CS705276
Some Spicy Commentary on Beginning Reading
Aukerman, Robert Reading Newsreport; 7; 1; 20-24 Oct 72
Descriptors: *Beginning Reading/ Early Reading/ Individualized Reading/ Initial Teaching Alphabet/ Language Experience Approach/ Phonemics/ Phonics/ *Reading Instruction/ *Teaching Methods
Evaluates some of the 100 different teaching approaches to beginning reading and reading theory. (Author/RB)

EJ066813 TM500716
Differentiation of Grapheme-Phoneme Units as a Function of Orthography
Oliver, Peter R.; And Others Journal of Educational Psychology; 63; 5; 487-92 Oct 72
Descriptors: Data Analysis/ *Graphemes/ Initial Teaching Alphabet/ *Kindergarten Children/ *Orthographic Symbols/ *Phonemes/ Reading Skills/ Transfer of Training/ *Visual Perception
Identifiers: Orthography
Study investigates whether the i.t.a., as well as two other revised orthographies, facilitate the perception of linguistic structure. (Authors)

EJ064879 EC050173
Auditory Perception, Reading and the Initial Teaching Alphabet
Rampp, Donald L.; Covington, Jan R. Journal of Learning Disabilities; 5; 8; 497-500 Oct 72
Descriptors: *Auditory Perception/ Educational Programs/ *Exceptional Child Research/ *Initial Teaching Alphabet/ Learning Disabilities/ *Perceptually Handicapped/ Program Effectiveness/ *Reading
Reported was a study of the effectiveness of a 40 week reading program using the Initial Teaching Alphabet with 10 male students (8 to 12 years of age) who exhibited auditory perceptual disturbances. (GW)

73

EJ063986 CS700040
Slings and Arrows
Downing, John Reading; 6; 1; 20-26 Mar 72
Descriptors: *Initial Teaching Alphabet/ Reading Achievement/ *Reading Instruction/ Reading Research
Lists criticisms and responses to the i.t.a. (MM)

EJ062122 AA513088
But Will They Ever Lern to Spel Korectly?
Block, J. R. Educational Research; 14; 3; 171-6 Jun 72
Descriptors: *Elementary Education/ Field Studies/ Followup Studies/ *Initial Teaching Alphabet/ *Spelling Instruction
There are many arguments for and against the use of i.t.a. to teach reading and writing. This article reviews 47 studies which measure the spelling of children taught by i.t.a. and t.o. (traditional orthography) in grades one, two, and three. (Editor)

EJ056930 TE202129
How Lasting are the Effects of ITA vs. TO Training in the Development of Children's Creative Writing?
Nalven, Fredric B.; Auguste, Joanne Research in the Teaching of English; 6; 1; 17-9 Spr 72
Descriptors: *Alphabets/ *Comparative Testing/ *Creative Writing/ *Creativity Research/ *Early Childhood Education/ Initial Teaching Alphabet/ Orthographic Symbols/ Student Development/ *Writing Skills
Article presents a study to determine whether the apparent benefits of ITA over TO were long-lasting or ephemeral. (Author)

EJ056165 RE503944
A Gap Has Two Sides
Downing, John Reading Teacher; 25; 7; 634-38 Apr 72
Descriptors: Individualized Instruction/ Initial Teaching Alphabet/ Language Experience Approach/ Language Learning Levels/ *Learning Characteristics/ *Reading Instruction/ *Reading Readiness/ *Student Characteristics/ *Task Analysis/ Teaching Methods
Suggests ways in which a teacher can change the learning task to suit the student's level of development. References. (VJ)

74

EJ055182 AA512167
Beginning Reading Instruction and Later Academic Achievement
Mendelsohn, Frances A. Journal of Experimental Education; 40; 3; 64-9 Spr 72
Descriptors: *Academic Achievement/ *Beginning Reading/ Comparative Analysis/ Elementary School Students/ Evaluation/

*Initial Teaching Alphabet/ Intelligence Quotient/ *Reading Instruction/ *Reading Research/ Tables (Data)
Study attempted to examine the long range effects of ITA. (MB)

EJ053679 RE503783
Interview (with) Dr. J. R. Block
Reading Newsreport; 6; 3; 4-9, 47 Jan 72
Descriptors: Adult Literacy/ *Beginning Reading/ Educational Innovation/ *Information Centers/ *Initial Teaching Alphabet/ *Reading Instruction/ *Reading Programs/ Reading Research/ Teacher Attitudes/ Teacher Education
Reprints an interview with the Director of the i.t.a. Foundation about the history of i.t.a. and plans for its continuing use in the United States. (MB)

EJ049469 AA511123
The i.t.a. Transition Problem--A Comparative Study
Shapiro, Bernard J.; And Others Journal of Educational Research; 65; 2; 57-60 Oct 71
Descriptors: *Comparative Analysis/ *Conventional Instruction / Effective Teaching/ *Initial Teaching Alphabet/ Language Instruction/ Reading Achievement/ Spelling Instruction/ *Teaching Methods/ *Transitional Classes

EJ046501 AA510772
Ten Years of I. T. A.
Moorehead, Caroline Times (London) Educational Supplement; 2943; 4 Oct 15 71
Descriptors: *Early Childhood Education/ *Initial Teaching Alphabet/ *Orthographic Symbols/ *Reading Instruction/ *Teaching Techniques
An assessment is made of the initial teaching alphabet method of teaching reading 10 years after its introduction. (DB)

EJ045090 RE503031
Learning to Read
Stolee, Peter B. Reading Improvement; 8; 2; 55-58 F 71
Descriptors: *Beginning Reading/ *Initial Teaching Alphabet/ *Phonics/ *Reading Comprehension/ Reading Failure/ *Reading Instruction/ Reading Materials/ Reading Readiness/ Teacher Behavior

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EJ039923 RE502736
Word Recognition Problems of i.t.a. Transition Students and Remediation Techniques
Shapiro, Phyllis P.; Shapiro, Bernard J. New England Reading Association Journal; 6; 2; 20-22 Spr 71
Descriptors: Diagnostic Teaching/ Grade 2/ Individual Needs/ *Initial Teaching Alphabet/ *Reading Research/ *Remedial Instruction/ *Teaching Techniques/ *Word Recognition

EJ038514 SP500850
Is There a Best Method for Teaching Reading?
Baxter, Claudia Unesco Bulletin for Libraries; 25; 2; 229-32 Mar-Apr 71
Descriptors: *Beginning Reading/ Initial Teaching Alphabet/ Language Experience Approach/ Phonics/ *Reading Instruction/ Sight Method/ *Teaching Methods

EJ037094 AA509560
I.T.A. vs. Traditional Orthography
School and Society; 99; 2334; 270-1 Sum 71
Descriptors: *Initial Teaching Alphabet/ *Orthographic Symbols

EJ037011 EM501276
The Independent Television Authority's Schoolteacher Fellowship Scheme
Lieven, Andrew Educational Television International; 4; 4; 267-70 Dec 70
Descriptors: *Educational Programs/ *Educational Television/ *Faculty Fellowships/ *Inservice Teacher Education/ Secondary School Teachers
Identifiers: Independent Television Authority/ ITA Schoolteacher Fellowship Scheme
Described is a program in Great Britain intended to provide a cross-fertilization between secondary school teachers and the producers of educational television programs. (LS)

EJ035688 SP500790
A Comparison of Reading Attitudes Between First Grade Reading Instruction in I/T/A and T/O
DuBois, Jessie Contemporary Education; 42; 4; 169-42 Feb 71
Descriptors: *Educational Research/ *Elementary Education/ Grade 1/ *Initial Teaching Alphabet/ *Reading Interests/ *Reading Research/ Teaching Methods

EJ035685 RE502515
To be or not to be
McCann, Edward Reading; 4; 3; 24-27 Dec 70
Descriptors: Beginning Reading/ *Evaluation Needs/ *Initial Teaching Alphabet/ *Literature Reviews/ Phonics/ Reading Difficulty/ *Reading Instruction/ *Reading Research/ Spelling/ Writing

EJ035656 EA501303
i.t.a.: American Versus British Experience
Downing, John Phi Delta Kappan; 52; 7; 416-419 Mar 71
Descriptors: Alphabets/ Basic Reading/ *Initial Teaching Alphabet/ Orthographic Symbols/ *Reading Instruction/ Reading Research

EJ031492 RE502289
Learning To Read in Madagascar
Stolee, Peter B. Reading Improvement; 7; 3; 84-86 W '70
Descriptors: Basic Reading/ *Initial Teaching Alphabet/ Malagasy/ *Material Development/ Motivation Techniques/ *Phonics/ *Reading Instruction/ *Sight Method/ Teaching Methods

EJ031460 AA508348
Cautionary Comments on Some American i.t.a. Reports
Downing, John Educational Research; 13; 1; 70-2 Nov '70
Descriptors: *Initial Teaching Alphabet/ *Reports

EJ030562 TE200933
A Psycholinguistic Theory for i. t. a
Downing, John Elementary English; 47; 7; 953-61 Nov '70
Descriptors: Beginning Reading/ Concept Formation/ Discovery Learning/ *Initial Teaching Alphabet/ *Language Patterns/ Learning Processes/ Orthographic Symbols/ *Psycholinguistics/ *Reading Instruction/ Spelling

EJ029187 AA507641
An Experiment in Teaching Method Using ITA: Part I
Tudor-Hart, Beatrix New University; 4; 3; 29-31 May/Jul '70
Descriptors: *Initial Teaching Alphabet/ *Reading Instruction/ *Reading Readiness Tests/ *Teaching Techniques

EJ025027 RE501853
Designing the Initial Teaching Alphabet in Five Typefaces
Montague, Arleigh J Typogr Res; 4; 1; 67-72 W '70
Descriptors: *Initial Teaching Alphabet/ *Instructional Improvement/ *Reading Achievement/ *Reading Instruction/ *Teaching Methods
Describes the process of designing the i.t.a. for Century Schoolbook, Baskerville, Melior, Helvetica, and Optima typefaces with illustrations of the new alphabets. (MB)

EJ022071 RE501632
How Effective Is i.t.a. in Reading Instruction?
Dawson, Mildred A. Int Reading Assn Conf Proc Pt2; 13; 224-37 Apr '68
Descriptors: *Comparative Analysis/ *Evaluation/ *Initial Teaching Alphabet/ *Reading Instruction/ *Teaching Methods
Reviews the present status of the initial teaching alphabet, compares British and American research studies, notes strengths and weaknesses and suggests further areas of research. Includes a pro-reaction and a con-reaction paper. Bibliography. (WB)

EJ022062 RE501597
Up the Royal Road Again--in Search of Inconsistency in I.T.A
Birnie, J. R. Reading; 4; 1; 28-32 Mar '70
Descriptors: *Basic Reading/ *Initial Teaching Alphabet/ *Pronunciation/ *Reading Research/ Research Needs/ Vowels/ *Word Frequency
Points out that i.t.a. is not without inconsistency and that the central difficulty lies with the schwa sound. The teaching of high frequency words containing the schwa (the, a) as exceptions seems advisable. Tables and bibliography. (RW)

EJ022061 RE501596
Reading Research--1969
Goodacre, Elizabeth J. Reading; 4; 1; 23-27 Mar '70
Descriptors: Annotated Bibliographies/ Initial Teaching Alphabet/ Language Development/ *Linguistics/ *Literature Reviews/ *Oral Reading/ *Reading Research/ Vocabulary Development

EJ019272 RE501403
Fostering Logical and Creative Thinking Through i.t.a.
Rose, Ivan M. Claremont Coll Reading Conf 32nd Yearbook; 286-91 68 Feb
Descriptors: *Beginning Reading/ *Creative Thinking/ Creative Writing/ *Educational Objectives/ *Initial Teaching Alphabet/ *Logical Thinking/ Socioeconomic Status/ Spelling

EJ019255 RE501384
Self Discovery, Self Expression, and the Self Image in the i.t.a. Classroom
Downing, John Allen Claremont Coll Reading Conf 32nd Yearbook; 123-30 68 Feb
Descriptors: *Beginning Reading/ Creative Writing/ *Discovery Learning/ Individualized Instruction/ *Initial Teaching Alphabet/ Language Experience Approach/ Linguistic Patterns/ *Self Concept/ *Self Expression/ Transfer of Training

EJ019212 RE501099
Initial Teaching Orthographies
Dewey, Godfrey Int Reading Assn Conf Proc Pt 1; 13; 870-78 Apr '68
Descriptors: *Educational Objectives/ Graphemes/ Initial Teaching Alphabet/ *Orthographic Symbols/ Phonemes/ *Phonetics/ *Research Reviews (Publications)/ Spelling Instruction/ *Teaching Methods

EJ018198 PS500339
Psycholinguistic Abilities of Good and Poor Reading Disadvantaged First-Graders
Bruininks, Robert H.; And Others Elem Sch J; 70; 7; 378-386 70 Apr
Descriptors: *Culturally Disadvantaged/ Grade 1/ Initial Teaching Alphabet/ Listening Comprehension/ Orthographic Symbols/ *Psycholinguistics/ *Reading Ability/ Remedial Reading / Verbal Ability/ Visual Learning
Identifiers: Illinois Test of Psycholinguistic Abilities
Results of the study seem to suggest the presence of general deficits in the auditory receptive and vocal expressive abilities of poor reading disadvantaged children, who learned to read using the initial teaching alphabet series rather than the traditional orthography approach. (Author)

EJ017964 RE501258
New Approaches to Easing Word Attack at the Beginning Reader Levels
Dietrich, Dorothy M. Reading Teacher; 23; 6; 511-15 70 Mar
Descriptors: *Beginning Reading/ Individualized Instruction/ *Initial Teaching Alphabet/ *Instructional Innovation/ *Linguistics/ Multisensory Learning/ Phonics/ *Programed Instruction/ Research Needs

Oct 78

EJ016510 TE200520
In Search of The Impossible Dream
Lichtenstein, Jack Elem Engl; 47; 2; 262-64 70 Feb
Descriptors: *Basic Reading/ Color Presentation/ *Initial Teaching Alphabet/ Primary Education/ Reading Development/ Reading Failure/ *Reading Instruction/ Reading Programs/ Reading Research/ Teaching Methods
Discusses a comparative study of three approaches used to minimize reading difficulties: words in color, the initial teaching alphabet, and the Lippincott Basic Reading Program. (SW)

EJ016458 AA505025
Comparative Effectiveness of Initial Teaching Alphabet vs. Traditional Orthography in First Grade in the Pittsburgh Public Schools
Kresh, Esther J Educ Res; 63; 4; 170-2 69 Dec
Descriptors: English/ Grade 1/ *Initial Teaching Alphabet/ *Orthographic Symbols/ *Reading Instruction/ Tests
Identifiers: Pitman (James)/ *Pittsburgh

EJ013930 AA504707
Our Lying Alphabet
Johnson, Jack New Univ; 3; 7; 23-5 69 Nov
Descriptors: *Initial Teaching Alphabet/ Orthographic Symbols / Transfer Of Training/ Verbal Learning
Methods of teaching the alphabet to English speaking children are discussed. (CK)

EJ013616 AA504309
The Perception of Linguistic Structure in Learning to Tead
Downing, J. Brit J. Educ Psychol; 39; 3; 267-71 69 Nov
Descriptors: Educational Experiments/ English/ *Linguistic Competence/ *Reading Achievement
Identifiers: Initial Teaching Alphabet/ ITA

EJ013608 TE200434
ITA and TO Training in the Development of Children's Creative Writing
Auguste, Joanne A.; Nalven, Fredric B. Res Teach Engl; 3; 2; 178-80 69 F
Descriptors: Creative Ability/ *Creative Writing/ *Initial Teaching Alphabet/ *Orthographic Symbols/ *Primary Grades/ Teaching Methods
Identifiers: *Traditional Orthography
Compares the effects of ITA and TO instruction; based on Auguste's master's thesis, Queens College, New York, n. d. (RD)

EJ011498 RE500637
The i/t/a--Past and Future
Downing, John Reading Soc Setting; 7-20 67 Jul
Descriptors: Copyrights/ Discovery Learning/ *History/ *Initial Teaching Alphabet/ Language Experience Approach/ Linguistics/ *Phonemic Alphabets/ Reading Instruction/ *Reading Research/ *Spelling
Lecture given before the Annual Conference and Course on Reading (23d, University of Pittsburgh, Pittsburgh, Pa., July 10-21, 1967).

EJ009894 RE500518
Comparison of Failure in i.t.a. and T.O
Downing, John Reading Teacher; 23; 1; 43-47 69 Oct
Descriptors: *Comparative Analysis/ *Initial Teaching Alphabet/ Reading Achievement/ *Reading Research/ *Teaching Methods/ Written Language
Identifiers: *Traditional Orthography/ TO

EJ009892 RE500516
Reading and the Transition From i.t.a. to T.O
Pitman, Sir James Reading Teacher; 23, 1; 34-39, 61 69 Oct
Descriptors: Beginning Reading/ *Initial Teaching Alphabet/ Norwegian/ Phonics/ *Reading Processes/ *Visual Perception/ *Word Recognition/ Written Language
Identifiers: *Traditional Orthography/ TO

EJ008390 SP500087
For these B.C. teachers, i.t.a. seems to work
Johnson, Olive Skene Monday Morning; 3; 9; 28-29 69 May
Descriptors: *Initial Teaching Alphabet

EJ006590 AA502622
i.t.a. and Slow Learners: A Reappraisal
Downing, John Educ Res; 11; 3; 229-231 69 Jun
Descriptors: *Initial Teaching Alphabet/ *Reading Ability/ Reading Achievement/ Reading Improvement/ Reading Research/ Reading Tests/ *Slow Learners/ Spelling/ Transfer of Training

EJ004714 TE900028
The Teaching of English in the Schools of Israel
Gefen, Raphael Engl Lang Teaching; 23; 3; 274-279 69 May
Descriptors: Audiolingual Methods/ Educational Television/ *English (Second Language)/ FLES/ Initial Teaching Alphabet/ *Language Instruction/ Programed Instruction/ Teacher Education
Identifiers: Basic English/ *Israel

EJ002819 AA500533
The English Spelling System and the Initial Teaching Alphabet
Key, Mary Ritchie Elem Sch J; 69; 6; 313-326 69 Mar
Descriptors: Dialects/ *English/ English (Second Language)/ *Initial Teaching Alphabet/ Linguistics/ Morphology (Languages)/ Pronunciation/ Reading/ *Spelling/ Suprasegmentals

EJ001534 RE500011
A Three Year Look at I.T.A., Lippincott, Phonics and Word Power, Scott, Foresman
Hayes, Robert B.; Wuest, Richard C. Reading Teacher; 22; 4; 363-70 69 Jan
Descriptors: *Beginning Reading/ *Elementary Grades/ *Initial Teaching Alphabet/ Inservice Teacher Education/ *Phonics/ Reading Achievement/ Reading Comprehension/ Reading Materials/ Reading Programs/ *Reading Research

EJ001533 RE500010
Comparison of Beginning Reading With I.T.A., DMS, and T.O. After Three Years
Fry, Edward Reading Teacher; 22; 4; 357-62 69 Jan
Descriptors: Basic Reading/ Beginning Reading/ *Diacritical Marking/ *Elementary Grades/ *Initial Teaching Alphabet/ Reading Achievement/ Reading Readiness/ *Reading Research/ *Spelling/ Teaching Methods

EJ001532 RE500009
Disadvantaged Children and the Effectiveness of I.T.A
Holmes, Jack A.; Rose, Ivan M. Reading Teacher; 22; 4; 350-56 69 Jan
Descriptors: Cognitive Development/ *Disadvantaged Youth/ *Grade 1/ *Initial Teaching Alphabet/ Intellectual Development/ Language Development/ *Reading Readiness/ *Reading Research/ Spanish Americans

EJ001523 RE500000
I.T.A. - Kindergarten or First Grade?

Shapiro, Bernard J.; Willford, Robert E. Reading Teacher; 22; 4; 307-11 69 Jan
Descriptors: *Beginning Reading/ Comprehension/ *Grade 1/ *Initial Teaching Alphabet/ *Kindergarten/ Reading Achievement/ *Reading Research/ Spelling/ Vocabulary/ Word Study Skills

EJ001109 AA500002
Initial Teaching Alphabet Results After Six Years
Downing, John Elem Sch J; 69; 5; 242-249 69 Feb
Descriptors: *Alphabets/ Beginning Reading/ Elementary Education/ English/ *Experimental Psychology/ *Initial Teaching Alphabet/ Language/ Orthographic Symbols/ *Reading Skills/ *Writing Skills

ED123340 CE006891
Mostaganem Institute of Agricultural Technology: An Educational Innovation.
Boukli, Noureddine; And Others
International Bureau of Education, Geneva (Switzerland).
Publ. Date: 75 Note: 55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors: Agricultural Colleges/ *Agricultural Education/ *Agricultural Engineering/ *Developing Nations/ Educational Development/ Educational Objectives/ Field Instruction/ Foreign Countries/ *Program Descriptions/ Program Evaluation/ Relevance (Education)/ Student Characteristics/ Teaching Methods
Identifiers: *Algeria; Institute of Agricultural Technology/ ITA
The document describes in detail the Institute of Agricultural Technology (ITA), established by the Algerian government in 1969 at Mostaganem to train agricultural engineers, and its innovative four year training program. An introduction provides background information and quotes from the governmental guide regarding the Institute. Following chapters include: (1) The ITA--Inception and Organization, outlining training objectives, job priorities, staff, trainee recruitment and characteristics; (2) Outline of Training, examining the four main sections of character development, basic training, specialized training, and training in economics; (3) Training Organization and Teaching Equipment, describing training stages, assessment of knowledge, and teaching materials, audiovisual aids, laboratories, and workshops; (4) Field Training and its Role in the ITA Training System, describing adaptation, common core, third-year, and fourth-year field course categories. Conclusions summarize successful recruitment and teaching methods, problems encountered due to large training quotas, and proposed program changes. The development of the four year training program for agricultural engineers is seen as being closely linked with Algeria's development as a nation. (LH)

ED122227 CS002583
Effects of Instructional Methods on Reading Acquisition Systems: A Reanalysis of the First Grade Studies Data.
Katz, Ina C.; Singer, Harry
Publ. Date: 76 Note: 9p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: *Basic Reading/ *Beginning Reading/ Grade 1/ *Initial Teaching Alphabet/ Orthographic Symbols/ Phoneme Grapheme Correspondence/ Phonics/ Primary Education/ *Reading Comprehension/ *Word Study Skills
Identifiers: *First Grade Studies
Data from four of the Cooperative First Grade Studies (1964-1965) were reanalyzed for four first grade projects, (Fry, Hayes, Mazurkiewicz, and Tanyzer). These projects were selected because they compared the Initial Teaching Alphabet approach with traditional orthography-basal reader approaches. The focal point of this reanalysis was to study the effect of the treatment on the development of the grapho-phonemic and semantic subsystems underlying comprehension. A total of 565 subjects in 37 classes were in the ITA group and 533 subjects in 36 classes were in the basal treatment group. The data which was reanalyzed consisted of three instructional measures collected in the first month of school, four selected subtests from the Stanford Achievement Test collected after 140 days of instruction in the first grade; and three selected subtests from the Stanford Achievement Test collected at the end of second grade. Six of the eight comparisons of grapho-phonemic development revealed a significant difference in favor of ITA. Differences in underlying systems, not tested for in the First Grade Studies, apparently are not realized in reading comprehension at the end of the first grade. (MKM)

ED119162# CS002474
A Comparison of the Spelling Performance of Children Taught Traditional Orthography (t.o.) with That of Children Taught the Initial Teaching Alphabet (i.t.a.) in the Crawfordsville Community Schools, Grades Three through Six.
Dailey, Charles Merrill
Publ. Date: 75 Note: 147p.; Ed.D. Dissertation, Indiana University
Available from: University Microfilms, P.O. Box 1764, Ann arbor, Michigan 48106 (Order No. 76-6304, MFilm $7.50, Xerography $15.00)
Document Not Available from EDRS
Descriptors: Doctoral Theses/ Elementary Education/ *Initial Teaching Alphabet/ *Reading Instruction/ Reading Research/ *Spelling/ *Spelling Instruction
In this study, written compositions were obtained from each of the elementary students during the four years of testing. The students were shown silent movies--thereby eliminating any possibility of providing spelling clues--and were then asked to write their compositions explaining how the movie made them feel or what they say in the movie. The subjects included 61 children taught by the initial teaching alphabet medium and 100 children taught by traditional orghography. The methods used to analyze the data were the one-way analysis of variance and T-tests for paired comparisons or correlated groups. It was found that there were no significant differences in spelling scores between students taught in the initial teaching alphabet medium and students taught by traditional orthography. Some of the conclusions were that the initial teaching alphabet girls made significantly higher spelling scores than did the initial teaching alphabet boys in the sixth grade of school, though not in grades three through five; and the traditional orthography students made significant gains in spelling scores from fourth grade through the sixth grade. (Author/TS)

ED114803 CS002256
Reading: Instructional Approaches; What Research Says to the Teacher.
Goldbecker, Sheralyn S.
National Education Association, Washington, D.C.
Publ. Date: 75 Note: 34p.
Available from: NEA Publications, Order Department , The Academic Building, Saw Mill Road, West Haven, Conneticut 06516 (Stock No. 1037-X-00, $0.75)
EDRS Price MF-$0.76 Plus Postage. HC Not Available from EDRS.
Descriptors: Basic Reading/ Beginning Reading/ Initial Teaching Alphabet/ Primary Education/ *Reading Development/ *Reading Instruction/ *Reading Processes/ Reading Programs/ *Reading Research/ Reading Skills/ *Teaching Methods
In discussing instructional approaches to reading, this book offers several definitions of reading and discusses teaching techniques, including early methods, the basal approach, and recent trends, among them the phonics approach, the linguistics approach, the language experience approach, the initial teaching alphabet, individualized reading, concept development, and programmed and multi-media approaches. A section on reading research considers meaning-emphasis programs, code-emphasis programs, other instructional approaches, and the problem of definitive research. Implications for the classroom teacher are briefly outlined and selected references are included. (LL)

ED113945 FL007206
The Initial Teaching Alphabet (i.t.a.). Specialised Bibliography 82.
British Council, London (England). English-Teaching Information Centre.
Publ. Date: May 75 Note: 4p.
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Descriptors: Alphabets/ *Bibliographies/ *English (Second Language)/ *Initial Teaching Alphabet/ Language Instruction/ *Reading Instruction/ Reference Materials/ *Resource Materials/ Second Language Learning/ Written Language
This bibliography cites periodicals, books, sections of books, and articles having to do with the initial teaching alphabet. Entries include American and European publications, most published since 1965. (CLK)

ED105440 CS001771
The Efficacy of the Initial Teaching Alphabet and the Peabody Language Development Kit with Grade One Disadvantaged Children: After One Year. IMRID Papers and Reports, Volume III, No. 2.
Dunn, Lloyd M.; Mueller, Max W.
George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.
Sponsoring Agency: National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Publ. Date: 66 Note: 32p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Disadvantaged Youth/ *Educational Research/ Grade 1/ *Initial Teaching Alphabet/ Intellectual Development/ *Language Development/ Learning Disabilities/ Primary Education / *Reading Programs/ Reading Tests
Identifiers: *Peabody Language Development Kit
The purpose of this study was to investigate, with underprivileged first-grade children, the efficacy of the Initial Teaching Alphabet (i.t.a.) in teaching beginning reading and of the Peabody Language Development Kit (PLDK) in stimulating oral language and verbal intelligence. From 17 classes in nine schools, four groups, consisting of 100, 104, 84, and 81 subjects, were formed. Samples of 54 subjects each were drawn from these groups; subjects in each group were comparable in chronological age, sex, IQ, number of members in the family, type of housing, level of education of the most-educated parent, and race. The experimental programs were begun in September after the subjects were pretested. Both the PLDK and the i.t.a. were taught by the regular classroom teachers in self-contained classes. Pupil progress was measured in three areas: school achievement, language development, and intellectual growth. From the results it was concluded that i.t.a. clearly enhances beginning reading skills, especially in word attack, and that the PLDK does raise the IQ and improve overall oral language facility as well as reading skills for disadvantaged boys. (TS)

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ED098498 CS001384
The Effectiveness of i.t.a. (Initial Teaching Alphabet) in the Prevention and Treatment of Dyslexia and Dysgraphia.
Downing, John
Publ. Date: Nov 69 Note: 19p.; Paper presented to the World Mental Health Assembly (Washington, D.C., November 17-21, 1969)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Dyslexia/ *Initial Teaching Alphabet/ Literature Reviews/ *Orthographic Symbols/ Reading/ *Reading Difficulty/ Reading Failure/ *Reading Instruction/ Spelling
Identifiers: British Schools Council/ *Traditional Orthography
The Initial Teaching Alphabet (i.t.a.), devised by Sir James Pitman as a simplified alphabet for beginning readers, consists of 44 characters plus a set of rules for standard spellings of English words using these characters. The characters and rules are designed to ensure easy transition from i.t.a. to traditional orthography (T.O.). In September 1969 the British Schools Council published a comprehensive review of the use of i.t.a. for the teaching of literacy after nine years of research and experimentation in i.t.a. Research findings show that the unadulterated use of T.O. for beginning reading and writing reduces the potential of average and above average children in the early years of school and actually increases the incidence of reading and writing disabilities. In contrast, i.t.a. enriches the early school experiences of most children and also provides a highly effective preventive measure to guard against reading and writing disorders. For remedial treatment, i.t.a. seems to be most effective when students are exposed to it for the greater part of their working day. These conclusions may now be extended to literacy learning in English when students have some other mother tongue. (JM)

ED097904 IR001274
Phonics/ita Handbook for Teachers. Report No. R-63.
Golub, Lester S.; And Others
Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.
Publ. Date: Oct 74 Note: 53p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: Computer Assisted Instruction/ Elementary School Teachers/ *Initial Teaching Alphabet/ Language Arts/ *Manuals/ *Phonics/ *Reading/ Reading Instruction/ Writing/ Writing Exercises
A handbook and teachers guide to phonics and the initial teaching alphabet (ITA) is given. The use of phonics to teach reading is described with the appropriate rules and steps. The principals of ITA and several practice lessons on using ITA are supplied. (WH)

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ED095482 CS001270
i.t.a. Research Abstracts: Forty-two Studies of the Effectiveness of i.t.a. Abstracted in Systematic Form.
Initial Teaching Alphabet Foundation, Hempstead, N.Y.
Publ. Date: 71 Note: 34p.; Special issue of the i.t.a. Foundation Report
Available from: Initial Teaching Alphabet Foundation, 52 Vanderbilt Avenue, N.Y., N.Y. 10017 (single copy free)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Beginning Reading/ *Initial Teaching Alphabet/ *Literature Reviews/ Reading/ Reading Improvement/ *Reading Instruction/ *Reading Research
This booklet summarizes forty-two Initial Teaching Alphabet (i.t.a.)research reports, highlighting the major features of each study. With minor variation, usually resulting from an absence of complete information, each abstract indicates the number and type of students involved, their grade level, and how they were assigned to experimental or control groups. The reading materials used by each of the groups, the comparability and specific training of teachers, as well as how they were assigned to classes are cited where possible. This information is followed by a list of the evaluation instruments used, the duration of the study, and the percentage of students who made the transition to traditional orthography at the time they were tested. In each abstract, results are summarized with references to the administration of instruments or final observations based on the children's ability to read in traditional orthography. (WR)

ED092875 CS001115
Evidence Submitted to the Bullock Committee of Inquiry into Reading and the Use of English. Foundation Publication No. 16.
Pidgeon, D. A.
Initial Teaching Alphabet Foundation, London (England).
Publ. Date: 72 Note: 24p.
Available from: The ita Foundation, 154 Southhampton Row, London, W.C.1 (Single Copy Free)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Alphabets/ *Beginning Reading/ *Initial Teaching Alphabet/ *Orthographic Symbols/ Reading/ Reading Improvement/ *Reading Instruction/ Reading Materials/ Reading Research
While it is appreciated that research on many of the details of early language learning is still required, one of the main themes of this paper is that solutions to the major problems of beginning reading are already known. In general, there has been a sufficiency of research, and what is now needed is action to implement the results already obtained. This action is needed in three areas: in helping to make good the severe deficiencies in oracy that exist in so many children before they come to school; in ensuring that teachers, both at the initial level and in service, are given better training in teaching beginners to read and are made aware of the results that research has already supplied; and in ensuring that steps are taken without delay to draw the attention of all concerned with education to the problems that are caused by using traditional orthography to teach beginners to read and to encourage the use of proven alternatives. (Author/WR)

ED092874 CS001114
Evidence Submitted to the Bullock Committee of Inquiry into Reading and the Use of English. Foundation Publication No. 18.
Pitman, James
Initial Teaching Alphabet Foundation, London (England).
Publ. Date: Jul 73 Note: 56p.
Available from: i.t.a. Foundation, 52 Vanderbilt Avenue, New York, New York 10017 (free while supply lasts)
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: Alphabets/ *Beginning Reading/ *Initial Teaching Alphabet/ *Orthographic Symbols/ Reading/ *Reading Instruction/ Reading Materials/ Reading Research
This pamphlet deals with the principle of systematizing traditional orthography (TO) to produce initial teaching media and the application of that principle in Initial Teaching Alphabet (i.t.a.). Part 1 discusses: three causes of failure in literacy, the need for systematizing TO for the better learning of literacy, TO research with infants, systematized media, systematized TO, learning at age 3, and integrated language learning. Part 2 discusses teacher responsibilities, TO and i.t.a. research comparisons, the examination of 25 reservations and doubts concerning i.t.a. and TO, and the effectiveness of i.t.a. A list of references is also included. (WR)

ED091658 CS001105
A Six-Year Experiment in the Use of the Initial Teaching Alphabet (i.t.a.) in the Teaching of Reading.
Ingebo, George
Portland Public Schools, Oreg.
Sponsoring Agency: Initial Teaching Alphabet Foundation, New York, N.Y.
Publ. Date: Jun 73 Note: 79p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: Beginning Reading/ Grade 1/ *Initial Teaching Alphabet/ Mathematics/ Reading/ Reading Development/ *Reading Programs/ *Reading Research/ *Reading Skills/ Spelling/ Writing Skills

The purpose of this project was to test the effectiveness of i.t.a. in teaching reading to first grade students in the Portland Public Schools. Some of the elements of the experimental design included the following: one experimental--i.t.a.--and one control--traditional orthography (TO)--class was formed in each of ten schools; teachers and students were randomly assigned to i.t.a. and TO classes; three "waves" (1967-68, 1968-69, 1969-70) of first grade classes were evaluated through the third grade; the TO classes used regular Portland Public School reading materials; and reading achievement, spelling achievement, composition, and handwriting were analyzed for significant differences. The results indicated that no significant differences were found between TO and i.t.a. groups in both reading and mathematics; the i.t.a. group used more words and misspelled fewer words; the i.t.a. students used significantly more phrase modifiers and words in their compositions; there were no significant differences in handwriting between the two groups; and i.t.a. does not appear to detract from scholastic skills. (WR)

ED091656 CS001097
Questions and Answers About i.t.a.
Initial Teaching Alphabet Foundation, Hempstead, N.Y.
Publ. Date: 71 Note: 8p.
Available from: Initial Teaching Alphabet Foundation, 52 Vanderbilt Ave., New York, N.Y. 10017 (single copy free)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Alphabets/ Beginning Reading/ *Initial Teaching Alphabet/ Orthographic Symbols/ *Phonics/ Reading/ *Reading Interests/ Teaching Methods

The Initial Teaching Alphabet (i.t.a.) was designed by Sir James Pitman as a reading teaching medium from which immediate and efficient transition may be made to the alphabet of regular English. Questions and answers covered in this booklet provide information concerning its history, effectiveness, methods of use, teaching areas, and relationship to traditional orthography. A brief example of the i.t.a. is included. (JM)

90

ED089208 CS000977
I.T.A. as a Writing Medium.
Schwartz, Judy Iris
Publ. Date: 73 Note: 22p.; Unpublished study conducted at Queens College
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Conventional Instruction/ *Creative Writing/ Grading/ *Initial Teaching Alphabet/ *Orthographic Symbols/ Peer Groups/ Phonics/ *Reading Instruction/ *Reading Readiness/ Reading Research/ Traditional Grammar/ Writing/ Written Language

In an attempt to determine the effects on creative or free writing of the i.t.a. program, as well as to determine whether any relationship exists between scores on a readiness test and achievement in this form of written composition, an empirical study was conducted in two middle income communities with 140 white first-grade youngsters. The i.t.a. program was compared to two different written composition programs, both of which used the traditional orthography or alphabet. One traditional orthography program (t.o.+), emphasized correctness of form. In the other program (t.o.-), samples were acceptable as they were turned in regardless of errors in mechanics or flaws in content and style. In the i.t.a. program, correction only occurred when it was indicated that a child was using a character incorrectly through a misunderstanding of its sound value. As in the t.o.- program, only positive peer reaction was solicited. The data showed that high reading readiness achievement correlated significantly with achievement in creative writing and that the i.t.a. instructional program was more effective than the other two. This result may indicate the existence of an additional factor (writing) in the readiness complex and should be investigated further. (LL)

91

ED089199 CS000964
A Six-Year Experiment in the Use of the Initial Teaching Alphabet (i.t.a.) in the Teaching of Reading.
Karr, Chadwick; And Others
Publ. Date: Apr 74 Note: 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 15-19, 1974)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Beginning Reading/ Grade 1/ *Initial Teaching Alphabet/ Reading/ Reading Achievement/ Reading Development/ Reading Improvement/ Reading Instruction/ *Reading Programs/ *Reading Research/ Reading Skills
Identifiers: *Traditional Orthography (T O)
This study compared the relative effectiveness of the Initial Teaching Alphabet (i. t. a.) program for teaching beginning reading with a matched program using traditional orthography (T. O.). Three waves of first grade students in ten predominately white elementary schools were randomly assigned to i. t. a. and T. O. classrooms. Summary evaluation carried out during the third grade on 861 students indicated no difference between i. t. a. and T. O. students in reading for comprehension, mathematics, or handwriting. The i. t. a. students, however, used more words and misspelled fewer words in their written compositions. The i. t. a. students also used more phrase modifiers, but overall did not use more different words. (Author)

ED089195 CS000951
Some Approaches to Reading.
Smith, Nila Banton; Strickland, Ruth
Association for Childhood Education International, Washington, D.C.
Publ. Date: 69 Note: 50p.
Available from: Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C 20016 ($1.25; Prepay--orders under $5.00 cannot be billed)
EDRS Price MF-$0.76 HC Not Available from EDRS, PLUS POSTAGE
Descriptors: *Beginning Reading/ Initial Teaching Alphabet/ Language Experience Approach/ Language Skills/ Linguistics/ Programed Instruction/ Reading/ Reading Development/ *Reading Instruction/ *Reading Materials/ Reading Skills/ *Teaching Methods
This pamphlet discusses some beginning approaches and technological approaches to reading instruction, and the relationship between children's language and reading. The first section looks at several approaches to reading instruction: "The Language Experience Approach," "The Initial Teaching Alphabet," "Linguistic Approaches to Reading," "Programed Instruction with Reading Materials," "Words in Color," "Special Reading Series for Disadvantaged Urban Children," and "Technological Approaches to Reading: The Talking Typewriter and the Computer," Part II discusses "Children's Language and Their Reading." (WR)

ED083569 CS000807
I.T.A. Revisited.
Mazurkiewicz, Albert J.
Publ. Date: Nov 73 Note: 8p.; Paper presented at the Annual Meeting of the College Reading Assn. (17th, Silver Springs, Md., November 1-3, 1973)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Beginning Reading/ Creative Writing/ Grade 1/ *Initial Teaching Alphabet/ Reading/ *Reading Achievement/ Reading Failure/ Reading Improvement/ *Reading Instruction/ *Reading Materials/ Reading Programs/ Reading Research/ Reading Skills/ Spelling
Based on its use with first graders in Bethlehem, Pennsylvania, for an eleven year period, the Initial Teaching Alphabet (i.t.a.) appears to have a number of advantages for reading instruction. These years of research have indicated that the advantages of i.t.a. are that it permits the child to: advance more rapidly in reading and writing experience; achieve significantly superior reading skills at an earlier time; read more widely; write more prolifically, more extensively, and with a higher degree of proficiency; develop high spelling skills fairly early; show a lack of the inhibitions in writing which are commonly found early in the first year; and write more creatively in terms of the number of running words and the number of polysyllabic words used. An analysis of subsidiary characteristics indicated a marked reduction in letter confusions, fewer restrictions on adhering to a particular structure in a published series, reduction in the need for remedial reading posts, and a reduction in failure rate. (WR)

ED082145 CS000738
The Relationship Between Reading Medium and Prose Writing.
Shapiro, Bernard J.; Shapiro, Phyllis P.
Publ. Date: Feb 73 Note: 13p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Feb. 26-Mar. 1, 1973)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Basic Reading/ *Composition (Literary)/ Grade 1 / Grade 2/ *Initial Teaching Alphabet/ Reading/ *Reading Instruction/ *Reading Research/ Reading Skills/ Vocabulary/ Writing Skills
The purpose of this study was to investigate the effect of two methods of reading instruction on children's ability to write original compositions. The subjects for this study were 684 first and second graders. Of the 293 first grade children, 130 were receiving their reading instruction in i.t.a., while the remaining 163 children were working in traditional orthography. All of the 391 second graders were in traditional orthography reading programs using a basal reader for reading instruction. All of the subjects wrote two compositions which were evaluated on length, vocabulary level, content, and originality. At both the grade one level and the grade two level, the essays of the i.t.a. sample were longer and at a somewhat higher vocabulary level. Further, in terms of both the Content and the Communication scales, there were statistically significant differences in favor of the i.t.a. group at both grade levels. (Author/WR)

ED079690 CS000636
Reading Research 1968-1970 and Reading Research 1971.
Goodacre, Elizabeth J.
Reading Univ. (England). Centre for the Teaching of Reading.
Publ. Date: 72 Note: 27p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Annotated Bibliographies/ Beginning Reading/ Disadvantaged Environment/ Dyslexia/ Elementary Education/ *Initial Teaching Alphabet/ Linguistics/ Phonics/ *Reading Development/ Reading Materials/ Reading Processes/ *Reading Readiness/ *Reading Research/ Remedial Reading/ Secondary Education/ Slow Learners
These two booklets cover research in reading from 1968 through 1971. The first half of the first booklet covers the years 1968-1970 and includes summaries of general trends in reading, surveys, and research on specific dyslexia, the initial teaching alphabet and the beginning stages of learning to read, and linguistics and reading. The second half, which uses both British and American sources, contains a list of 54 articles and an annotated list of 35 books published from 1968-1970 concentrating on areas of research in which considerable interest was shown by teachers and researchers--general surveys, the initial teaching alphabet, other studies of early learning, linguistics and reading, specific dyslexia, and deprivation and reading. The second booklet discusses research articles which deal with dyslexia,

remedial provision, remedial treatment, letter-name knowledge, preschoolers, materials, the initial teaching alphabet, and phonic "rules" and approaches to teaching. Also included are annotations for thirteen books published in 1971 exploring such areas as reading readiness, reading materials, innovations in teaching, the reading process, reading and linguistics, and slow learners in the secondary schools. (MF)

ED079678# CS000595
Aids to Reading.
Hughes, John M.
Publ. Date: 70 Note: 128p.
Available from: Evans Brothers Limited, Montague House, Russell Square, London WC1B 5BX (1 pound .25 pence)
Document Not Available from EDRS.
Descriptors: *Beginning Reading/ Developmental Reading/ *Elementary Grades/ Initial Teaching Alphabet/ Phonics/ Programed Materials/ Reading/ Reading Development/ *Reading Games/ *Reading Instruction/ *Reading Materials/ Reading Material Selection/ Remedial Reading/ Teaching Machines
This book is a collection of materials, activities and suggestions for the teaching of beginning and developmental reading. Chapter 1, "The Problem," discusses the importance of early identification of children with possible reading problems, the reading program, and remedial teaching. Chapter 2, "A Selection of Reading Games and Activities," discusses preparation for reading, helping language development, helping visual discrimination, helping auditory discrimination, helping left to right progression, word recognition, and phonics. Chapter 3, "The Use of Programed Materials and Teaching Machines," discusses a number of specific commercial programed materials, teaching machines, tape recorders, and filmstrips. Chapter 4, "Other Reading Aids and Media," looks at other commercial reading programs and aids. Appendixes and suggestions for further reading are included. (WR)

ED077842# SP006099
Project IDEALS. Communication Skills, Part II: Approaches to Teaching Reading.
Henriksen, Emmaline
Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Grant No.: OEG-4-8-066640-0066-056
Publ. Date: 71 Note: 90p.
Available from: J.B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601 ($2.00)
Document Not Available from EDRS.
Descriptors: *Individualized Reading/ Initial Teaching Alphabet/ *Language Experience Approach/ *Programs/ Reading/ Reading Instruction/ *Reading Materials/ *Reading Programs
This is a booklet in the Project IDEALS series which deals with the teaching of reading skills. It generally describes what reading is and what the basic principles of a reading program are. Various methods and approaches to teaching reading are listed; they are the language experience approach, phonic methods, the linguistics approach, programmed reading, the initial teaching alphabet, and the individualized approach. Two bibliographies and an appendix describing reading teaching machines are included. (JB)

ED076952 CS000530
A Rationale for Using i.t.a.
Mazurkiewicz, Albert J.
Publ. Date: 73 Note: 12p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, Colorado, May 1-4, 1973)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Alphabets/ *Beginning Reading/ Conference Reports/ Elementary Education/ *Initial Teaching Alphabet/ Primary Education/ Reading/ *Reading Instruction/ Reading Programs/ Spelling/ *Spelling Instruction/ Student Motivation/ Teacher Attitudes/ *Writing Skills
This paper provides a rationale which rejects misinformation, assumptions, and biases as bases for decision making on the use of i.t.a. in teaching reading and writing to primary school children. A discussion is provided which questions the reality of professionalism in teacher-administrator populations as well as the reality of a concern for the child. A further discussion of strengths of i.t.a. programs as compared with typical similar traditional orthography (T.O.) programs demonstrates that T.O. constrains; such factors as reactive inhibition and feature characteristics of symbols are realities not accounted for in T.O. programs rather than any weakness in the author's capabilities. Rejection of the notion that traditional orthography is optimal for reading-writing purposes is supported. (Author/TO)

ED076947 CS000519
Current Issues in Reading: Proceedings of the Annual Convention of the International Reading Association (13th, Boston, April 1968), Volume 13, Part 2.
Smith, Nila Banton, Ed.
International Reading Association, Newark, Del.
Publ. Date: 69 Note: 494p.
Available from: International Reading Assn., Six Tyre Ave., Newark, Del. 19711 (Order No. 422, $3.50 non-member, $3.00 member)
EDRS Price MF-$ 0.92 HC-$24.75 PLUS POSTAGE
Descriptors: Basic Reading/ *Conference Reports/ Content Reading/ Disadvantaged Youth/ Dyslexia/ Individualized Reading/ Initial Teaching Alphabet/ Learning Modalities/ Programed Instruction/ *Reading/ Reading Comprehension/ *Reading Instruction/ *Reading Research/ Reading Skills/ Remedial Reading/ Teacher Education/ Ungraded Schools
The manuscripts resulting from the seventeen different current issues in reading that were discussed at the thirteenth Annual International Reading Association Convention in Boston in 1968 are published in this volume. The topics include reading research, content area reading, speed reading, comprehension, reading skill sequence, reading instruction for the disadvantaged, visual and auditory modalities, programed instruction, dyslexia, teacher preparation, theories of remedial reading, and several specific methods of reading instruction. For each issue an objective paper that discusses the topic and presents research in regard to it, a pro paper that provides arguments and research in favor of the topic, and a con paper that offers limitations of the issue are given. The compiler-editor, Nila Banton Smith, presents a concluding chapter summarizing all of the many issues discussed and providing one view of the future of reading. (TO)

ED076941# CS000493
Innovation in Reading in Britain. Experiments and Innovations in Education No. 3.
Philp, Hugh; Goyen, Judith
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Publ. Date: 73 Note: 36p.
Available from: Unesco Publications Center, P. O. Box 443, New York, N.Y. 10016 ($1.35)
Document Not Available from EDRS.
Descriptors: Beginning Reading/ Developmental Reading/ Initial Teaching Alphabet/ Language Experience Approach/ *Reading/ Reading Improvement/ *Reading Instruction/ *Reading Materials/ *Reading Programs/ *Reading Research/ Reading Skills / Remedial Reading/ Teaching Machines/ Television
Identifiers: Color Coding/ Words in Color
This paper analyzes some of the conditions affecting the introduction of innovations in reading instruction in post-war Britain. The relationship between these innovations and research is explored. Section one presents background information and discusses possible causes for the influx of innovative techniques in reading instruction in the 1950s and 1960s. "General Conditions Affecting the Introduction of Innovations in Reading," section two, discusses surveys conducted primarily in the 1940s and 1950s. Section three, "Specific Innovations in Reading," looks at some of the more recent approaches to teaching reading. Included are phonetic approaches, linguistic approaches, language experience programs, programed reading schemes, the Initial Teaching Alphabet, the Diacritical Marking System, Words in Color, Color Story Reading, the Color Phonics System, the English Color Code, teaching machines, television, and remedial reading services. The last section summarizes the preceding material and discusses researchers' inability to draw any significant conclusions. (WR)

ED075810 CS000518
A Decade of Innovations: Approaches to Beginning Reading; Proceedings of the 12th Annual Convention of the International Reading Association, Volume 12, Part 3.
Vilscek, Elaine C., Ed.
International Reading Association, Newark, Del.
Publ. Date: 68 Note: 276p.
Available from: International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 413, $3.50 non-member, $3.00 member)
EDRS Price MF-$0.76 HC-$14.59 PLUS POSTAGE
Descriptors: *Beginning Reading/ *Developmental Reading/ Individualized Reading/ Initial Teaching Alphabet/ Language Experience Approach/ Linguistics/ Multimedia Instruction/ Programed Instruction/ *Reading/ *Reading Instruction/ *Reading Materials/ Reading Research
Identifiers: Words In Color
This publication is designed to acquaint reading teachers with various approaches and media in beginning reading instruction. The nine broadly based innovative aspects considered are Using Language Experiences, Individualizing Beginning Reading, Using Color, Applying the Linguistics of Sounds in Words, Using i.t.a. in the United States, Using i.t.a. in Great Britain, Applying Structural Linguistics, Programed Instruction and Automation, and Using Multimedia Techniques. Two major papers and follow-up discussions are included for each topic. Descriptions, personal views, and research findings related to the innovative ideas are presented. (Author)

ED073440 CS000413
Some Reasons for NOT Using i.t.a.
Downing, John
Publ. Date: May 73 Note: 19p.; Paper presented at Annual Meeting of the International Reading Association (18th, Denver, May 1-4, 1973)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Beginning Reading/ *Initial Teaching Alphabet/ Language Arts/ Primary Grades/ Reading/ *Reading Instruction/ *Reading Materials/ Reading Research
Teachers, principals, and other administrators who are considering the adoption of i.t.a. for language arts in the primary grades need objective information about its advantages and its disadvantages. The purpose of this paper is to provide a list of the disadvantages which may be inherent in the adoption of i.t.a. The disadvantages of i.t.a. may be divided into two categories, factual and attitudinal. Some factual disadvantages are that the weaknesses of students, teachers, and schools are revealed more when i.t.a. is used, and the damaging effects of arbitrary administrative systems of grouping students are highlighted by an i.t.a. program. A list of negative statements which are often made about i.t.a. includes: (1) i.t.a. makes more work for the teacher; (2) i.t.a. promoters make exaggerated panacea kinds of claims; (3) i.t.a. materials are expensive; (4) i.t.a. is not a perfect alphabet; (5) i.t.a. is a phonic method; (6) i.t.a. is taught by a formal instructional approach; (7) i.t.a. is a scheme for forcing precocious readers; (8) i.t.a. is unnatural; (9) there are not enough books in i.t.a.; (10) children have difficulty in forming the i.t.a. symbols; and (11) transition from i.t.a. to traditional orthography is difficult and wastes time. (Author/WR)

ED073429# CS000383
Beginning Reading.
Southgate, Vera
Publ. Date: 72 Note: 162p.; Published by Univ. of London Press Ltd.
Available from: Lawrence Verry, Inc., Mystic, Connecticut 06355 ($6.50)
Document Not Available from EDRS.
Descriptors: *Beginning Reading/ Early Reading/ *Initial Teaching Alphabet/ Reading Development/ *Reading Instruction/ Reading Materials/ Reading Research
Identifiers: *British Infant School
From among the papers the author has presented at various conferences and the articles she has written for different journals, nine were selected to form this book. They are all concerned with beginning reading, and each forms a chapter of the book. Chapter one, "Approaches to Beginning Reading in Great Britain," discusses background factors, beginning reading in practice, and the results of approaches to beginning reading. Chapter two, "Selecting an Approach to Teaching Reading," deals with teachers' interest in new approaches, criteria for judging new approaches, and deciding if a new approach is necessary. Chapter three, "The Importance of Structure in Beginning Reading," addresses reading in progressive infant classes and the need for structure. The arguments for and against early reading instruction are presented in Chapter four, "Early Reading." Part Two of the book, chapters five through eight, is concerned with the augmented alphabet and with i.t.a. Chapter nine, "Formulae for Beginning Reading Tuition," discusses terminology, reading progress, and implications for future research. (WR)

ED072409# CS000322
The Relative Effectiveness of the Initial Teaching Alphabet and Traditional Orthography on Reading, Spelling and Writing Achievement of First and Second Grade Children.
Carner, Rebecca L.
Publ. Date: 71 Note: 140p.; Ed.D. Dissertation, University of Miami
Available from: University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,875, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors: Grade 1/ Grade 2/ *Initial Teaching Alphabet/ *Orthographic Symbols/ Primary Education/ *Reading Achievement/ Reading Instruction/ *Reading Research/ Spelling Instruction/ Student Attitudes/ Teaching Methods/ *Writing Skills
This study determined the effectiveness of the Initial Teaching Alphabet and Traditional Orthography on first and second grade pupils of normal and superior intelligence. The experimental i.t.a. group contained 44 first graders and 37 second graders, and the control traditional orthography groups had 43 first graders and 48 second graders. Pretests were the California Test of Mental Maturity, the Metropolitan Readiness Test, and the Bender Visual-Motor Gestalt Test. Posttests were the Bender Visual-Motor Gestalt Test, subtests from the Stanford Achievement Test, a writing sample, an informal attitude inventory, and the Standard Reading Inventory. There was a significant difference in achievement in favor of i.t.a. pupils in reading and spelling at both first and second grade levels. There was a significant difference in favor of i.t.a. at first grade level in the linguistic structure of writing samples, but no significant difference was found at second grade level. It was concluded that i.t.a. was a more effective medium for reading instruction, that it aids spelling achievement, and that it fosters more positive attitudes toward reading. (Author/DD)

ED072115 TM002357
Research 1960-1970 on Methods and Materials in Reading. II.
Diederich, Paul B.
Educational Testing Service, Princeton, N.J.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: ERIC-TM-22
Publ. Date: Jan 73 Note: 10p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Initial Teaching Alphabet/ *Phonics/ Reading Achievement/ Reading Development/ *Reading Instruction/ Reading Materials/ *Reading Research/ Reading Skills/ Research Needs/ *Research Reviews (Publications)/ *Resource Materials/ Sight Method/ Sight Vocabulary/ Tables (Data)/ Teaching Methods/ Textbook Evaluation/ Vocabulary Development/ Word Recognition
This bulletin summarizes and interprets some of the main findings of "Survey of the Literature on Methods and Materials in Reading," by Martha J. Maxwell and George Temp, Chapter IV of "The Information Base for Reading: A Critical Review of the Information Base for Current Assumptions Regarding the Status of Instruction and Achievement in Reading in the United States," the final report of a study prepared for the U. S. Office of Education (see ED 054 922). The bulletin focuses on the different methods used to teach reading and the differences in their results. Three previous summaries of research are evaluated, and the rationale for this study is given. Methods and criteria used to screen studies for review and criticism in "The Information Base for Reading" are presented, and the classification and ratings given the studies are provided. It is reported that little valuable information was extracted from this survey, due to the ineffectiveness of educational research in general. It is recommended that future research concentrate on the reasons children lose interest in reading after grade 8 and on ways of helping students acquire a large enough vocabulary to make the transition from juvenile to adult books. The adoption of whole-word methods, the Bliesmer-Yarborough Study, and the Initial Teaching Alphabet are reviewed. A bibliography is provided. (For related documents, See TM 002 358, 385) (KM)

ED067680 CS200156
An Interim Report on the Youngstown i.t.a. Study Third Year Results (Grade 2).
Ho, Wai Ching; And Others
Educational Research Council of America, Cleveland, Ohio. Evaluation and Testing Dept.
Publ. Date: Jul 72 Note: 7p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Disadvantaged Youth/ *Initial Teaching Alphabet/ Kindergarten Children/ *Letters (Alphabet)/ Minority Group Children/ *Negro Youth/ Orthographic Symbols/ Primary Grades/ *Reading Ability/ *Teaching Programs/ *Verbal Communication

Identifiers: Traditional Orthography
Third year results (Grade 2) are reported for the Initial Teaching Alphabet (i.t.a.) study, selected as an experimental reading medium because its symbol-sound consistency makes learning to read a simpler task. Instruction was begun at the kindergarten level. The study investigated whether the i.t.a. program helps improve the reading skills of the inner city black students, and whether the inner city black students can learn to read in kindergarten using the i.t.a. program. At the end of grade 2, the i.t.a. students were found to have achieved significantly higher scores on all the reading subtests of the Stanford Achievement Test than students in Traditional Orthography classes. The study suggests that a combination of introducing reading in kindergarten and the use of i.t.a. in the beginning instruction is one possible answer to reversing the trend of inner city students' falling far behind grade level in reading skills. (LH)

ED066721# CS000132
Attitudes, Writing Fluency, Reading Achievement--A Comparison Between i. t. a. and T. O. Trained Children.
Trost, David McRoberts-Adair
Publ. Date: 71 Note: 116p.; Ph.D. Dissertation, The University of Michigan
Available from: University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-15,023, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors: *Initial Teaching Alphabet/ *Intelligence Quotient/ Reading/ *Reading Achievement/ Reading Comprehension/ *Reading Research/ Sex Differences/ Social Background/ Vocabulary/ *Writing Skills
The purpose of this study was to determine whether children learning to read in the initial teaching alphabet (i.t.a.) and traditional orthography (TO) differ in general attitudes toward reading, in fluency in written expression, and in reading vocabulary and comprehension at the end of their second-grade school experience. Further, this study attempted to determine if the effectiveness of an i.t.a. approach as compared to a TO approach relates to IQ. The sample consisted of 71 pupils who had learned to read using i.t.a. materials and 85 who had learned to read using materials printed in TO. The data were analyzed using the analysis of variance technique and the t-test. Some of the findings were: (1) no significant differences were found between the attitudes toward reading of children taught by i.t.a. and TO approaches; (2) IQ, sex, and socioeconomic status of the child did not appear related to his attitude toward reading whether he was taught by the i.t.a. or by the TO approach; (3) the i.t.a. approach on fluency of writing might be related selectively to the upper and lower IQ ranges; and (4) in vocabulary, the i.t.a. students exceeded the TO students at the .001 level of significance. (Author/WR)

ED066720 CS000131
Better Reading in Urban Schools.
Figurel, J. Allen. Ed.
International Reading Asscciation. Newark, Del.
Publ. Date: 72 Note: 85p.
Available from: International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 ($3.00 non-member, $2.00 member)
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: Disadvantaged Youth/ Elementary Grades/ Initial Teaching Alphabet/ Language Skills/ Oral Reading/ *Reading/ *Reading Development/ *Reading Improvement/ *Reading Instruction/ Reading Skills/ *Urban Schools
The papers included this volume focus upon the reading problems faced by the child living in urban America. The scope of the papers encompasses such basic issues as "Social Variation in Language: Implications for Teaching Reading to Black Ghetto Children" and "The Training of Reading Teachers for the Disadvantaged." Other articles in this volume are: "The Effect of Training in the Cognitive Uses of Language Deficit of Disadvantaged Kindergarten Children," "Expanding Language Power of Young Black Children: A Literature Approach," "Reading Skills of Afros and Mexican-American Students," "i. t. a. as a Tool for Preventing Cumulative Language Deficit in Disadvantaged Children," "Influence of Nonstandard Dialect on Oral Reading Behavior of Fourth Grade Black Children under Two Stimuli Conditions," and "Implications of Some Current Issues and Practices for the Reading Teacher." (Author/WR)

ED065845 CS000099
Effects of Teaching i.t.a. to Inner-city Black Children in Kindergarten and First Grade.
Ho, Wai-Ching; And Others
Publ. Date: Apr 72 Note: 24p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, April 1972)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Grade 1/ *Initial Teaching Alphabet/ *Kindergarten/ Negro Students/ *Reading Instruction/ Reading Materials/ Reading Research/ *Urban Schools/ Writing Skills
Identifiers: Traditional Orthography
To test the effects of teaching inner-city black children to read in kindergarten and first grade through the initial teaching alphabet, i.t.a. and traditional orthography (TO) groups were compared on their comprehension of single words, short sentences, and related skills. At the first grade level, reading, writing, and oral language skills were compared. At the end of kindergarten the results revealed: (1) no significant difference between i.t.a. and TO groups on the Metropolitan Readiness combined scores, (2) the i.t.a. subjects performed significantly higher than TO subjects on all Early Reading subtests, (3) interactions between program and teacher (or school) were significant on all Early Reading subtests. In grade one the i.t.a. subjects continued to use the i.t.a. program, while the TO subjects were instructed with the Scott,

Foresman reading program. The first grade results indicated: (1) i.t.a. subjects achieved higher than TO subjects on all Stanford subtests, (2) i.t.a. subjects were better spellers and (3) could pronounce more words, had greater range of comprehension on oral reading, and seemed to read more library books; furthermore, (4) i.t.a. subjects wrote more fluently, and (5) their oral output was greater and more varied than oral output of TO subjects. (WR)

ED064708 CS000083
Some Innovations in Teaching the Decoding Aspects of Reading.
Manzo, Anthony V.
Publ. Date: Jan 72 Note: 20p.; Speech given at the Missouri State Right-to-Read Council Conference, Jefferson City, Missouri, January 26-27, 1972
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Initial Teaching Alphabet/ *Instructional Materials/ *Reading/ Reading Development/ *Reading Instruction/ Reading Skills/ Tutoring/ *Word Recognition
Identifiers: Decoding/ Michigan Successive Discrimination Program/ *Words in Color
A review of (1) the Tutor-Student-System, (2) Initial Teaching Alphabet, (3) Words in Color, and (4) the Michigan Successive Discrimination Program (MSDP) is presented in this paper. (WR)

ED064604 CS000059
Observations of Children's Difficulties in Learning to Read Using (a) Traditional Orthography and (b) the Initial Teaching Alphabet.
Toronto Board of Education (Ontario). Research Dept.
Publ. Date: 66 Note: 82p.
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: *Beginning Reading/ English (Second Language)/ Environmental Influences/ *Initial Teaching Alphabet/ *Primary Education/ *Reading Difficulty/ *Reading Instruction/ Slow Learners/ Teaching Techniques
Identifiers: Toronto (Canada)
A two year pilot project studied difficulties of kindergarten-primary children learning to read via materials printed in the Initial Teaching Alphabet (ITA) who, because of immaturity, late development, low ability, or inability to speak English, were expected to experience reading difficulty. Of 39 children in the first year of the study, 20 used ITA and 19 used traditional orthography (TO); however, the investigation was not designed to compare the relative values of ITA and TO as factors in instruction. During the second year of the study, the transition of the ITA-trained group to TO was observed. Conclusions of the experiment included: (1) despite ITA's simplification, reading difficulties remained for some children; (2) initial reading progress depends upon experiences, concepts, and language the child brings to school; (3) the method accompanying use of ITA is important; (4) the total approach used in introducing reading is the vital factor, not ITA itself; (5) for the children in the study, transition from ITA to TO in writing and spelling occurred gradually. (Author/RD)

ED063083 RE004118
I/T/A/ News.
Bushnell, Margaret
Initial Teaching Alphabet Publications, Inc., New York, N.Y.
Publ. Date: Jan 71 Note: 5p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Basic Reading/ *Elementary Grades/ Followup Studies/ *Initial Teaching Alphabet/ *Longitudinal Studies/ Phonics/ *Reading Achievement/ Reading Development/ Reading Instruction/ *Reading Research/ Reading Skills
A study conducted in Bethlehem, Pennsylvania, elementary schools, the first schools to adopt the Initial Teaching Alphabet (i.t.a.) approach to teaching basic reading in this country, revealed that children who started with i.t.a. had significantly less reading failure than children with traditional orthography (T.O.) training. Although the i.t.a. children were generally highly mobile and less advantaged than the T.O. children, it was found that: (1) the rate of failure (as evidenced by repeating grades) was three times higher for the T.O. group, (2) twice as many T.O. pupils received remedial reading training as did i.t.a. pupils, and (3) on subtests of a standardized battery, i.t.a. pupils scored higher on

capitalization, knowledge and use of references, and dictated spelling. Further, T.O. children needed help on word recognition and comprehension, while i.t.a. children needed help only on comprehension. It was suggested that i.t.a. children had developed characteristics such as ego-strength, skills development, and learning behavior to produce a higher success rate in reading. The study is one of the few which shows the long term effects of an i.t.a. program. Tables of data are included. (AL)

ED063082 RE004117
I.T.A.--A Status Report--1971: The Beginning of a Second Decade.
Block, J. R.
Initial Teaching Alphabet Foundation, Hempstead, N.Y.
Publ. Date: 71 Note: 6p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Beginning Reading/ Developmental Reading/ Early Reading/ Educational Research/ Foundation Programs/ *Initial Teaching Alphabet/ *Methods Research/ *Phonics/ *Reading Instruction/ Reading Materials/ *Reading Research/ Teaching Techniques
A status report on the use of the Initial Teaching Alphabet (i.t.a.) is presented by the i.t.a. Foundation, an independent, non-profit organization which conducts and supports i.t.a. programs and research. In reviewing the 70 studies which compare i.t.a. programs to traditional orthography (T.O.) programs, it has been found that two-thirds of the studies indicate that i.t.a. is more successful in teaching beginning reading and writing skills than the T.O. approach. The remaining one-third of the studies shows that i.t.a. is equally as successful as T.O. in teaching reading. No studies show adverse effects of using the i.t.a. approach. It is emphasized that the studies conducted were highly varied and were done in a variety of school situations in a number of countries. The report replies to frequently occurring criticisms of the i.t.a. program, such as (1) children who learn i.t.a. have difficulty transferring to T.O., (2) children regress to i.t.a. after they have moved into a T.O. class, (3) i.t.a. materials are expensive, and (4) children in i.t.a. programs experience the Hawthorne effect (learn better because they are participating in an innovative program). It is argued that such criticisms are not supported with evidence or research and that the research on i.t.a. can refute such claims. Further research is encouraged by an offer from the i.t.a. Foundation. (AL)

ED059850 RE004028
The Early to Read - i.t.a. Program: Effects and Aftermath. A Six Year Longitudinal Study.
Mazurkiewicz, Albert J.
Publ. Date: 71 Note: 8p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Beginning Reading/ Comparative Analysis/ Creative Development/ *Elementary Grades/ *Initial Teaching Alphabet/ *Longitudinal Studies/ Reading Comprehension/ *Reading Instruction/ Remedial Reading/ Vocabulary Development
This longitudinal study compared the longterm effects of beginning reading instruction in traditional orthography (TO) and the initial teaching alphabet (i.t.a.) on two pupil populations comparable in intelligence, socioeconomic status, and preschool experience. Teacher and school factors were rigorously controlled. A continuous comparison of results in the first through sixth grades on standardized measures of reading achievement was supplemented by studies of characteristics of writing and spelling behaviors and creativity measures to determine longitudinal effects of the differentiated beginning. It was found that the i.t.a. pupils continuously showed better abilities in word discrimination, word knowledge, spelling, and creative use of words than did the TO pupils. Additional data also indicated (1) that twice as many TO pupils received remedial reading as did i.t.a. pupils during this period and (2) that while the TO pupils needed help on word recognition and comprehension, the i.t.a. pupils needed help only on comprehension. It was concluded that compared to the use of TO, the use of i.t.a. had a significantly more beneficial and lasting effect in developing the characteristics which combine to produce a higher success rate among children. Tables are included. (AW)

ED059841 RE004010
Evaluation System Report on Reading Programs for School Year 1970-71. Series A: Reading Programs.
District of Columbia Public Schools, Washington, D.C.
Report No.: R&E-1-71A
Publ. Date: Oct 71 Note: 68p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ *Elementary Grades/ Initial Teaching Alphabet/ Language Experience Approach / Phonics/ *Program Descriptions/ Program Evaluation/ *Reading Instruction/ *Reading Programs/ Teaching Methods
Descriptions of reading programs and services related to elementary reading instruction in 16 Washington, D.C. schools are included in this report. Data are reported for grade levels only and combines information for all schools. Basal readers are the most commonly used materials, with approaches used with these materials varying greatly across and within grade levels. Linguistics/phonics, initial teaching alphabet, and language experience approaches are also commonly used, and both analytic and synthetic methods of word recognition were reported. This report contains descriptive information; no attempts were made to evaluate the effectiveness of programs. Data collected for this report will be analyzed, and a forthcoming publication will present evaluative information. Tables are included. (MS)

ED059840# RE004005
The Teaching of Reading. Methods and Results: An Overview.
Spache, George D.
Phi Delta Kappa, Bloomington, Ind.
Publ. Date: 72 Note: 157p.
Available from: Phi Delta Kappa, Inc., Eighth and Union, Bloomington, Ind. 47401 ($3.50 to members, $3.95 to nonmembers)
Document Not Available from EDRS.
Descriptors: *Basic Reading/ *Elementary Grades/ Individualized Reading/ Initial Teaching Alphabet/ Language Experience Approach/ Phonics/ *Reading Instruction/ Reading Materials/ *Reading Programs/ Reading Readiness/ *Teaching Methods
This book reviews research on the teaching of elementary reading and summarizes the research in such a way as to make it useful to the elementary school teacher. A number of methods and procedures of instruction are considered. The first chapter discusses when to begin reading and general topics related to teaching young children, and the second chapter describes readiness factors and programs. Teaching reading with a basal system is the subject of the third chapter, and innovative approaches including initial teaching alphabet, language experience, linguistic, and individualized programs are treated in chapter four. The fifth chapter discusses teaching reading to the disadvantaged, and the sixth chapter is concerned with teaching reading at the intermediate and upper elementary levels. (MS)

ED059229 TM001038
Reactions of Principals and Teachers to the Initial Teaching Alphabet.
Vancouver Board of School Trustees (British Columbia).
Report No.: RR-No-71-24
Publ. Date: May 71 Note: 4p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Administrator Attitudes/ *Beginning Reading/ *Elementary Education/ Grade 1/ Grade 2/ *Initial Teaching Alphabet/ Principals/ Printing/ Program Evaluation/ Questionnaires/ Reading Instruction/ Self Expression/ Speech Improvement/ *Teacher Attitudes/ Teaching Methods
Presents the results of a questionnaire sent to teachers using the initial teaching alphabet (i.t.a.), and their principals. Generally favorable effects were reported by both groups, with the great majority of teachers indicating they would choose to continue using i.t.a. (DLG)

ED059011 RE003974
Approaches to the Teaching of Reading: Why Do Teachers Have Different Ways of Teaching Reading? Number 3.
Tuinman, J. Jaap
National Reading Center Foundation, Washington, D.C.
Publ. Date: 71 Note: 6p.
Available from: National Reading Center, 1776 Massachusetts Ave., N.W., Washington, D. C. 20036 (free)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Basic Reading/ Independent Reading/ *Individualized Reading/ Initial Teaching Alphabet/ *Language Experience Approach/ Parent Role/ *Reading Instruction/ *Teaching Methods
The author explains that there does not exist one single method of teaching reading since there are different teaching styles and preferences of individual teachers; varied backgrounds, experiences, and abilities among children; and different school administration considerations. Five approaches for teaching reading are described. (1) The developmental guided basal approach uses a systematized series of basal books, workbooks, tests, and reading aids. Different basal series may stress different methods: sight word method, intensive phonics program, balanced phonics, or the linguistics approach. (2) The highly individualized language experience approach emphasizes the child's own language and experience while reading is taught as one part of the total communication process. (3) Individualized reading programs encourage children to read widely according to their own interests and levels. (4) Independent learning activities expose children to programed instruction, often mechanized, to learn reading independently at their own pace, and (5) The initial teaching alphabet provides 44 symbols to represent English sounds. It is recommended that parents understand the reading programs in their child's school so that they can cooperate with the teachers to achieve the goal of competent readers. This brochure is one of a series commissioned by the National Reading Center to help inform all citizens about reading issues and to promote functional literacy. (AW)

ED057999# RE003937
English Spelling: Roadblock to Reading.
Dewey, Godfrey
Publ. Date: Nov 71 Note: 181p.
Available from: Teachers College Press, Columbia University, New York, N.Y. ($9.50)
Document Not Available from EDRS.
Descriptors: *English/ Historical Reviews/ *Initial Teaching Alphabet/ Orthographic Symbols/ *Phonemic Alphabets/ Pronunciation/ *Reading Instruction/ *Spelling
Objective data on the relative frequency of occurrence of the multifarious phoneme-grapheme correspondences of English, which the author dealt with in an earlier book, Relative Frequency of English Spellings, are applied to the learning of reading. The target audience includes the educator, the textbook author/publisher, and the classroom teacher. The author aims at providing authentic data and practical suggestions for their use in mitigating the present impact of traditional orthography (T.O.). Historical background and present structure of English spelling as well as historical background and analysis of spelling reform are presented as background information. Initial teaching orthographies in general and in particular are discussed, with analyses and comparisons made on the initial teaching alphabet (i.t.a.) and World English Spelling (WES). Research on reading problems created by the irregularities of English spelling and the attempted detours was criticized, and recommendations were made for future research. Spellings of sounds, pronunciations of spellings, suggested criteria for a phonemic notation for English for general use, the case against spelling reform, and a transliteration guide from T.O. to WES in a form consistent with i.t.a. are included in the appendixes. (AW)

ED054916# RE003820
Modern Innovations in the Teaching of Reading.
Moyle, Donald; Moyle, Louise M.
Publ. Date: 71 Note: 102p.
Available from: University of London Press Ltd, St. Paul's House, Warwick Lane, London EC4P 4AH, England (75 pence)
Document Not Available from EDRS.
Descriptors: Basic Reading/ Initial Teaching Alphabet/ Language Experience Approach/ Programed Materials/ *Reading Instruction/ *Reading Materials/ *Reading Programs/ Teaching Machines/ *Teaching Methods
Recent approaches and techniques of teaching reading are surveyed in this monograph in a series of the United Kingdom Reading Association. Books, kits, programed learning packages, and reading hardware such as tapes, typewriters, and films are described and evaluated for their usefulness to the classroom teacher. Four major philosophies of reading and the specific materials associated with them are presented: (1) whole word methods, (2) medium modification and cueing techniques, (3) phonic and linguistic approaches, and (4) the laboratory approach. A bibliography and lists of publishers and materials discussed are included. (AL)

ED053892 RE003783
The Effect of Reading Method on Composition.
Shapiro, Phyllis P.; Shapiro, Bernard J.
Publ. Date: Jun 71 Note: 14p.; Paper presented at the meeting of the New England Educational Research Association, June, 1971
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Composition Skills (Literary)/ Conventional Instruction/ *Creative Writing/ *Grade 1/ Grade 2/ *Initial Teaching Alphabet/ *Reading Instruction/ *Reading Research/ Vocabulary/ Writing Skills
The effects on written composition of two reading approaches--traditional orthography (TO) and the initial teaching alphabet (i.t.a.)--are compared. Two hundred and ninety-three first graders and 391 second graders, half of whom had learned reading with TO and half with i.t.a., were each asked to write two compositions. These essays were rated on length, vocabulary level, originality, emotional content, and overall communication, and the ratings of the i.t.a. and TO groups in both grades were compared. It was found that the first-grade i.t.a. essays were longer, on a more advanced vocabulary level, and more original than the TO group, but that there were no significant differences in the other ratings. In the second-grade group the differences between the i.t.a. and TO groups were not significant. The author points out that the rating scales might not have been appropriate for this particular sample and that a different scale of ratings might produce a different outcome. It was concluded that the causality of written behavior is more complex than simply the medium for beginning reading instruction. Tables and references are included. (AL)

ED053870 RE003711
A Statistical Comparison of the Academic Achievement in Reading of Students in the Initial Teaching Alphabet Program and Students in the Traditional Orthography Program.
Burg, Dorothy Lee
Publ. Date: May 71 Note: 97p.; Master's thesis submitted to Marycrest College
EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ Grade 1/ Grade 2/ *Initial Teaching Alphabet/ Reading Achievement/ *Reading Instruction/ *Reading Research
Second-grade pupils who were taught reading in the first grade with the Initial Teaching Alphabet (i.t.a.) were compared with pupils who were taught reading with traditional orthography (TO). Seventy students from two schools in Moline, Illinois, were divided into a control group (using TO) and an experimental group (using i.t.a.) and were matched on intelligence and socioeconomic factors. Both groups were using the same basal readers (TO) in the second grade. The children were tested on the Stanford Achievement Test, Primary II, Reading and the Kuhlman Anderson Test of Intelligence in the second grade. Data indicated that (1) the i.t.a. group did not achieve significantly higher reading scores than the TO group; (2) the i.t.a. group did achieve higher scores on one variable, Word Study Skills; and (3) at one school, above-average i.t.a. students achieved significantly higher than average i.t.a. students, but this was not the case at the other school. It was recommended that further research be made of an i.t.a. program in the first grade. Tables, references, and appendixes are included. (AL)

ED051968 RE003625
The Effect of Two Instructional Methods on Transfer from a Transitional Writing Sys em in Traditional Orthography.
Swalm, James E.; Gillooly, William B.
Publ. Date: 71 Note: 7p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Alphabets/ Graphemes/ Initial Teaching Alphabet/ Learning Characteristics/ *Methods Research/ *Orthographic Symbols/ Performance Tests/ Reading Research/ *Teaching Methods / Transfer of Training/ *Undergraduate Study/ *Word Recognition
This study investigated (1) whether symbol-symbol correspondences are learned better when imbedded in whole words or when presented individually, and (2) the effect of these two instructional methods on transfer from an experimental transitional writing system (TWS) to traditional orthography (TO). Thirty-five undergraduates were randomly assigned to two treatment groups (18 to individual symbol method of presentation and 17 to the embedded symbol whole word method). For the first group, 17 TWS graphemes were paired with corresponding TO graphemes in the Roman alphabet for learning; for the second group, the symbols were arranged to spell nine words. In a transfer test the subjects were required to transliterate seven novel words into their TO equivalents. The number of trials to reach criterion (one errorless trial) for both methods was analyzed by means of ANOVA, and the Mann-Whitney U Test was used to analyze the data from the transfer task. Results showed that instruction by the whole word method resulted in faster learning, but this mastery was not as conducive to transfer as learning the symbols individually. When learning and transliteration were considered together, the individual letter method of instruction was significantly faster than the whole word method. It was concluded that though slower in initial learning, the individual letter method was superior and faster for transfer performance and overall time. Tables and references are included. (AW)

ED050928# RE003692
The Third International Reading Symposium: Today's Child and Learning to Read.
Downing, John; Brown, Amy L.
Publ. Date: 68 Note: 205p.
Available from: Cassell & Company Ltd; 35 Red Lion Square, London WC1, England
Document Not Available from EDRS.
Descriptors: Beginning Reading/ *Conference Reports/ Early Reading/ Initial Teaching Alphabet/ Linguistics/ Programed Materials/ Psycholinguistics/ Readability/ *Reading Difficulty/ *Reading Instruction/ Reading Tests/ Social Disadvantagement/ *Student Needs/ Teacher Education/ *Teaching Methods/ Thought Processes
The symposium theme of "Today's Child and Learning to Read" provides the focal point for the 12 papers included in this volume. Each is concerned with an individual area of reading and the relevance of that area to the needs of today's students. Nearly half the articles deal with specific current approaches to reading instruction and their usefulness with students. They include the linguistic approach, phonetic color reading, i.t.a., and programed reading. A second segment primarily treats the teacher's role and responsibilities in the instructional and testing process. Early reading, teaching the socially disadvantaged, thinking skill instruction, and readability measures are discussed, as well as specific kinds of reading tests and their function. Tables and references are included. (RW)

ED049262# TE002384
A Study of the Relations Among Reading Readiness Achievement, Three Programs of Instruction in Personal Writing, and Achievement in Personal Writing.
Schwartz, Judy Iris
Publ. Date: 70 Note: 208p.; Ph.D. Dissertation, New York University
Available from: University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-21,151, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors: Content Analysis/ *Grade 1/ *Initial Teaching Alphabet/ *Reading Readiness/ *Teaching Methods/ Word Frequency / *Writing Skills
The purpose of this investigation was to determine the relation among reading readiness achievement, three instructional programs in personal writing, and achievement in personal writing of first-grade children. The 140 white, middle class first graders participating in the study were taught in one of three programs: (1) the Initial Alphabet program, (2) a traditional orthography program with teacher correction of mechanics, content, and style of personal writing, or (3) a traditional orthography program without teacher corrections. The subjects' level of reading readiness achievement was determined from scores on the "New York State Readiness Tests."

A word frequency count of two sets of student compositions yielded no statistically significant results, but an assessment of these compositions by means of the Analytic Rating Scale yielded significant differences favoring the Initial Teaching Alphabet program, and the high level of reading readiness achievement. From this it was concluded that the Initial Teaching Alphabet contributes to higher achievement in personal writing than traditional orthography programs, and that high reading readiness achievement contributes to higher achievement in personal writing than medium or low reading readiness achievement. (Author/DD)

ED048246 TE002163
Initial Reading: Points of View, Vol. 5.
Rudorf, E. Hugh, Ed.; Jones, Virginia W., Ed.
Office of Education (DHEW), Washington, D.C. Tri-University Project in Elementary Education.
Publ. Date: May 68 Note: 110p.
Available from: Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 ($2.00). Make checks payable to Univ. of Nebraska
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
Descriptors: *Beginning Reading/ Educational Research/ Elementary Education/ Graphemes/ Individualized Reading/ Initial Teaching Alphabet/ *Language Arts/ Language Experience Approach/ *Learning Processes/ Learning Theories/ Linguistics/ Phonemes/ Phonetics/ Reading Comprehension/ *Reading Instruction/ Syllables/ *Teacher Education/ Teaching Machines
In this document, points of view are presented by a group of educators and academicians whose common purpose was to explore the area of beginning reading. Articles deal with (1) definitions of reading and problems with the use of associated terminology, (2) various theoretical considerations of the processes of learning which apply to beginning reading, (3) linguistic contributions to reading instructional programs, (4) using the graphoneme (closed syllable) concept in teaching independent decoding of reading vocabulary, (5) current research and opinion on the nature and utility of the syllable, (6) a reexamination of the Initial Teaching Alphabet (i.t.a.) system, (7) reading comprehension and the development of thinking skills, (8) mechanical teaching devices as the neglected dimension in reading instruction, (9) the weaknesses and strengths of the individualized reading approach, (10) writing language experience stories in "verse form," and (11) recommendations for training teachers of reading. Contributors are E. Hugh Rudorf, Virginia W. Jones, Patrick Groff, David Davis, John Ebbs, and Evelyn Wiggins. An appendix about the graphoneme concept and bibliographies on related research projects are included. (JB)

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ED047906 RE003360
Learning to Read.
Pitman, James
Initial Teaching Alphabet Foundation, London (England).
Publ. Date: 61 Note: 29p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Aural Learning/ *Beginning Reading/ Etymology/ *Initial Teaching Alphabet/ *Orthographic Symbols/ Phonics/ *Reading Difficulty/ *Reading Processes/ Spelling

The advantages of teaching beginning reading with the use of the Initial Teaching Alphabet (i.t.a.) and some of the questions which are raised pertaining to its use are discussed. The difficulties which many children experience in learning to read with traditional orthography (T.O.) are pointed out. These include the variety of patterns for any one letter and the different sounds represented by the same letter. In contrast, i.t.a. is always lowercase and has 44 characters which consistently represent sounds of the English language. It is shown that efforts were made to retain as many of the characteristics of T.O. as possible; thus all but two of the Roman alphabet characters are used, and 15 of the 20 augmentations are similar to T.O. In addition, the top half of the letters have been left almost undisturbed while the discriminating features of the new letters are in the lower half of the line of print, a characteristic which facilitates transition to T.O. Questions pertaining to later reading are concerned chiefly with transition to T.O., learning to spell correctly, and the grasping of etymological roots present in T.O. The author presents his view that spelling and etymology can best be taught after children have acquired fluency in reading and there is no need to teach either before the transition to T.O. has been made. (CH)

ED047905 RE003359
As Difficult as ABC.
Pitman, James
Initial Teaching Alphabet Foundation, London (England).
Note: 16p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Alphabets/ *Beginning Reading/ Etymology/ *Initial Teaching Alphabet/ Language Ability/ *Orthographic Symbols/ *Primary Grades/ Spelling/ Written Language

A case against using traditional orthography (T.O.) as a learning medium and in favor of using the Initial Teaching Alphabet (i.t.a.) is presented. The following points were noted: (1) Most children are taught to read as we and our ancestors before us were by an alphabet which is at least 1,000 years old and took its form from the convenience and expediency of the writer rather than consideration for the learner. (2) We persist in using an out-of-date medium for learning because of man's innate conservatism and distrust of anything new. (3) Since many educational authorities accept the fact that i.t.a. cannot harm the child's ability to read eventually in T.O., it is not necessary to delay the use of an alphabet especially

designed to make it easier for children to learn to read. (4) Even children with an inadequate linguistic background can learn to read in i.t.a. and thus add the benefit of print to the benefit of speech in developing their ability to understand and learn the English language. (5) Since the transition from i.t.a. to T.O. is made without difficulty, it is not necessary to review our present alphabet. It is only as a learning alphabet that it proves to be inadequate and detrimental to so many children in the initial stages of reading. Tables are included. (DH)

ED047904 RE003358
The Future of the Teaching of Reading.
Pitman, James
Initial Teaching Alphabet Foundation, London (England).
Publ. Date: Nov 63 Note: 44p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Beginning Reading/ Graphic Arts/ *Initial Teaching Alphabet/ *Language Development/ *Language Handicapped / Linguistic Competence/ Nonverbal Communication/ Primary Grades/ Reading Achievement/ *Reading Research/ Remedial Reading

Two topics related to teaching reading are presented. The first reports findings of research on the initial teaching alphabet (i.t.a.). Between September, 1961, and April, 1963, four- and five-year-old children were introduced to the new medium in six termly intakes. Data on the first three groups to enter are reported. After 1 year of being taught by i.t.a., the Schonell Graded Reading Tests were administered to these groups and similar control traditional orthography (T.O.) classes. The total number of subjects reported on for i.t.a. was 594 and for T.O., 1,073. The results consistently showed overall superiority for the i.t.a. children. Findings of how i.t.a. children are superior to the T.O. children are listed, and possibilities are suggested for its use in remedial teaching. The second topic concerns correlates in the teaching of reading. Various handicaps in learning to read and effective communication are discussed, but special emphasis is given to the linguistically deprived child. Teaching of language is viewed as a primary objective, with the teaching of reading being secondary. It is recommended that this be considered when utilizing graphic arts as teaching aids, selecting the reading vocabulary, and planning future research. Tables and graphs are included. (DH)

ED047903 RE003357
i/t/a as a Language Arts Medium.
Block, J. R., Ed.
Initial Teaching Alphabet Foundation, London (England).
Publ. Date: 68 Note: 426p.: Proceedings of the Fourth International i.t.a. Conference, McGill University, Montreal, Quebec, Aug. 1967
Available from: Initial Teaching Alphabet Foundation, 154 Southampton Row, London W.C. 1, Terminus 1609, England (hard copy 40s.)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
Descriptors: Adult Reading Programs/ Beginning Reading/ Deaf Children/ Disadvantaged Youth/ English (Second Language)/ Exceptional Child Education/ *Initial Teaching Alphabet/ *Language Arts/ *Primary Grades/ *Reading Instruction/ *Reading Research/ Remedial Reading/ Secondary School Students/ Spelling / Writing
An overall view of the Initial Teaching Alphabet (i.t.a.) and its use with various groups of people are presented. The first part contains five addresses in which the historical background for i.t.a. is reviewed and insight into the man who invented it is given. Part 2 presents research reports of prefirst-grade and first-grade beginning reading with normal children. Included in Part 3, Special Groups, are reports of instruction with the disadvantaged child, the exceptional child, the remedial reader (both children and adults), and those who speak English as a second language. In Part 4, Methods and Measures, teaching methods are discussed as well as the problem of transition from i.t.a. to traditional orthography, the effect of i.t.a. on children's independent and creative writing, and administrative problems which are concerned with initiating i.t.a. in school districts and carrying on research designed to investigate its effectiveness. As the first part began with the history of i.t.a., the last section ends with a discussion of its future. Hope is expressed that educators will not disregard the opportunities that are offered by i.t.a. Tables and references are included. (DH)

ED047896 RE003350
i.t.a. Correspondence Course.
Initial Teaching Alphabet Foundation, London (England).
Publ. Date: 66 Note: 121p.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
Descriptors: Alphabets/ *Beginning Reading/ *Correspondence Courses/ *Initial Teaching Alphabet/ Parent Participation/ *Reading Instruction/ *Reading Materials/ Reading Processes/ Remedial Reading/ Spelling/ Teaching Techniques/ Writing
A series of lessons designed to explain what the Initial Teaching Alphabet (i.t.a.) is and to prepare prospective teachers of i.t.a. materials and methods as thoroughly as possible is presented. The eight lessons of the course, for each of which a separate booklet is provided, include the following: (1) The difficulties of traditional orthography and the development of i.t.a., (2) Study of i.t.a. characters, (3)

Study of i.t.a. characters continued, (4) How to spell in i.t.a., (5) Teaching reading with i.t.a., (6) Children's writing and spelling, (7) Setting up i.t.a. in a school, and (8) Remedial reading and i.t.a. Each lesson consists of a series of notes which covers a specific aspect of i.t.a. followed by a short test. The author recommends that the best results will be obtained from the course if teachers work through it in a fairly short time while all the problems discussed are kept fresh in the mind. In addition to the lessons is a separate booklet containing an i.t.a. booklist and various teaching materials for use with i.t.a. (Author/DH)

ED046635 RE003203
Bellevue Reading Study, Final Report.
Bellevue Public Schools, Wash.
Publ. Date: Jan 70 Note: 69p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ *Initial Teaching Alphabet/ *Primary Grades/ Reading Achievement/ *Reading Programs/ *Reading Research/ Student Attitudes
The achievement of four groups of children as measured by the Stanford Achievement Test was compared at the end of the first, second, and third year of school. The four programs used were the initial teaching alphabet (i.t.a.), Words in Color (WIC), Phonetic Keys, and teacher-designed analytic programs. At the end of the first year there appeared to be a rather clear advantage in favor of i.t.a., a trend which continued to the end of the second year but not the third. Third-year results indicated some definite advantages of WIC for boys. There appeared to be definite disadvantages for boys who participated in the Phonetic Keys program. For the girls, none of the four programs was markedly superior. In a replication and extension study done at the first-year level in 1968-69, Lippincott Basic Reading and Sullivan Programmed method groups were added, and Phonetic Keys was no longer included. The replication found that i.t.a. and Lippincott ranked highest, WIC ranked second, while the remaining methods tended to rank low. A questionnaire of student attitudes found that the children responded with positive feelings about reading, school, and their competency 72 percent of the time. Other questionnaire findings and tables reporting test results are included. (Author/DH)

ED045327 RE003183
Longitudinal Effects of i.t.a. on Pupil's Reading Achievement Through Grade Three.
Ho, Wai-Ching; And Others
Educational Research Council of America, Cleveland, Ohio.
Publ. Date: Mar 70 Note: 43p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Basic Reading/ *Initial Teaching Alphabet/ *Kindergarten/ *Longitudinal Studies/ Phonics/ *Primary Grades/ Reading Achievement/ *Reading Research/ Spelling
To make this report more readable for teachers and still present all the data, it was compiled in two parts: (1) Report to Teachers and (2) Technical Report. The investigation was conducted (1) to compare the longitudinal effects of the initial teaching alphabet (i.t.a.) and traditional orthography (T.O.) beginning reading programs through and end of grade 3 and (2) to determine the feasibility of starting i.t.a. instruction in kindergarten. Approximately 700 pupils from nine school districts were grouped so that one-third of the pupils started T.O. in grade 1, one-third started i.t.a. in grade 1, and the remaining one-third started i.t.a. in kindergarten. The i.t.a. groups transferred to T.O. basal readers during the second semester of grade 2. Tests in i.t.a. in grade 1 demonstrated the superiority of i.t.a. pupils over the T.O. pupils in skills requiring sound-letter association. After the transition from i.t.a. to T.O., few significant differences were found between the groups on spelling and other reading subtests. Since the group with which i.t.a. instruction was begun in kindergarten maintained their advantage through the end of grade 3, it was suggested that it seems not only feasible but necessary to introduce i.t.a. in kindergarten. Tables and references are included. (DH)

ED045321 RE003169
Proceedings of Fall Forum in Reading (1st Annual, November 19, 1969).
Texas Woman's Univ., Denton.
Publ. Date: Nov 66 Note: 29p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Dialects/ Grammar/ Initial Teaching Alphabet/ *Language/ *Linguistics/ *Reading/ Reading Instruction/ Teaching Methods
Linguistics as it relates to teaching children is discussed under the headings (1) Linguistics and Language and (2) Reading and Linguistics. In the first part, many interesting facts about our language are pointed out, along with the manner and usefulness of presenting them to children. While linguists may seem to be communicating mainly among themselves in their terminology, much of what they are saying about language development, its function and use, and principles governing it can help to clarify and expand the child's concepts and use of language. In the second part, Reading and Linguistics, reading is defined in terms of what happens as you read--that is, you recognize the symbols, put meaning into them, and react on the

basis of past experience. References are made to studies which indicate the close relationship of the language a child uses, his skill with it, and the ease with which he learns to read. In the light of these and other studies, different methods of teaching reading are discussed. Educators are urged to familiarize themselves with evolving ideas about language and to pick and choose materials and methods adapted to applying these ideas. (DH)

ED045296 RE003072
Grapheme-Phoneme Correspondence in Beginning Reading of Disadvantaged Five Year Olds.
Scott, Myrtle
George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-3-7-070706-3118
Publ. Date: 70 Note: 31p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ Culturally Disadvantaged/ *Initial Teaching Alphabet/ Preschool Education/ *Reading Research/ *Word Recognition
In order to determine the effect of grapheme-phoneme correspondence on beginning reading, word acquisition as related to the degree of regularity of the word was used as a measurement. Twenty children enrolled in a preschool project for culturally disadvantaged children at Peabody College were randomly assigned to two groups. One group used the three preprimers of the Scott Foresman basal reading series printed in traditional orthography, and the experimental edition of the same series printed in the Initial Teaching Alphabet was used for the other group. In all other ways the books and procedures were alike. A criterion test of 40 words was individually administered to each subject at the end of the instructional phase of the procedure and analyzed in a Winer Three-Factor Experiment with Repeated Measures design. Results of these tests revealed that the type of orthography used in instruction had no significant effect on the child's ability to recognize words. A bibliography is included. (DH)

ED045286 RE003061

The Effectiveness of Three Reading Approaches and an Oral Language Stimulation Program with Disadvantaged Children in the Primary Grades: A Follow-Up Report After the Third Grade.

Dunn, Lloyd M.; Bruininks, Robert H.

John F. Kennedy Center for Research on Education and Human Development, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Dev.

Report No.: IMRID-V-13

Publ. Date: 68 Note: 107p.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors: *Beginning Reading/ *Disadvantaged Youth/ Initial Teaching Alphabet/ Inner City/ Language Research/ *Primary Grades/ *Reading Instruction/ Reading Programs/ *Reading Research/ Research Projects/ Southern Schools

The Cooperative Reading Project was a 2-year study designed to test the effectiveness of three initial reading approaches and an oral language stimulation program with inner-city Southern disadvantaged children. This followup study looked for differences among the treatment groups after pupils had completed their third school year. The 354 subjects (80 percent Negro) from 12 elementary schools who were included in the followup report were divided into nine experimental treatment groups and a control group. The experimental reading treatments were the initial teaching alphabet, Words-in-Color, and a supplemented conventional reading program. The oral stimulation program used the Peabody Language Development Kits (PLDK). The effectiveness of the programs was evaluated by means of the following tests: (1) Stanford-Binet Intelligence Test, (2) Illinois Test of Psycholinguistic Abilities, (3) Torrance Tests of Creative Thinking, (4) Metropolitan Achievement Tests, (5) Written Picture Story Language Test, and (6) Oral Picture Story Language Test. Pretest, post-test, and followup-test data were analyzed. Interim and post-testing results were highly significant, especially for children who had i.t.a. with 2 or 3 years of PLDK lessons, while much of this progress was lost in followup testing. References and tables are included. (DE)

ED044260 RE003051

A Critique of Research with the Initial Teaching Alphabet and Some Recommendations.

Block, J. R.

Publ. Date: 66 Note: 11p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: Beginning Reading/ *Initial Teaching Alphabet/ *Measurement Instruments/ *Reading Research/ Reading Tests/ *Research Design/ Teacher Attitudes

Research on the Initial Teaching Alphabet (i.t.a.) is viewed from two aspects--its limitations and how it can be improved. Thus far research has indicated that (1) transition from i.t.a. to traditional orthography is not the problem expected and (2) the children who are taught with i.t.a. read no better or worse than children taught with the conventional alphabet. Discussed are errors in research design related to (1) the use of control

and experimental groups and materials used by each, the teachers, the investigator's attitude, sample size, and statistical analyses used; (2) the duration of the investigation, which in many studies is but one year; and (3) problems with criterion measures centering around such issues as final measures for evaluating i.t.a., the adequacy of reading measures, and correlated measures. Suggestions were made for improving research design which can be implemented as further studies replicate or build upon what has been done. Further research studies with i.t.a. could lead not only to its more effective evaluation but also to an examination of basic concepts relating to aspects of educational research. A bibliography is included. (DH)

ED044246 RE002949

Twelve Recent Developments in Britain About the Acceptance and Use of i.t.a.

Pitman, James

Publ. Date: 8 May 70 Note: 13p.; Paper presented at the conference of the International Reading Association, Anaheim, Cal., May 6-9, 1970

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: *Initial Teaching Alphabet/ Inservice Teacher Education/ Instructional Materials/ Instructional Programs/ Preservice Education/ *Program Development/ *Program Evaluation / Publications/ *Reading Materials/ *Reading Programs

Twelve recent developments concerning i.t.a. were discussed. They include the following: the recent publication of reports about i.t.a.; the debate in the House of Commons on the Schools Council Report and the distribution of copies of the Hansard reprint of the debate; sizable new financial aid; new members joining the i.t.a. Foundation; recent developments in materials and in the preparation of teachers; the recent adoption of "Speech i.t.a." by the government of Gambia in West Africa; and related developments in the United States concerning i.t.a. (CL)

ED043724 UD010686

Efficacy of the Peabody Language Development Kits and the Initial Teaching Alphabet with Southern Disadvantaged Children in the Primary Grades: A Follow-up Report after the Fourth Grade. IMRID Papers and Reports.

Dunn, Lloyd M.; Bruininks, Robert H.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Sponsoring Agency: Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Publ. Date: 68 Note: 95p.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors: Academic Achievement/ Achievement Tests/ Creative Ability/ *Disadvantaged Youth/ Elementary Education/ Followup Studies/ *Initial Teaching Alphabet/ Intelligence/ Intelligence Tests/ *Language Instruction/ Reading/ *Reading Instruction/ Teaching Methods

Identifiers: *Peabody Language Development Kits

The Cooperative Language Development Project studied the efficacy of the Initial Teaching Alphabet (ITA) in teaching beginning reading and the efficacy of the Peabody Language Development Kits in stimulating verbal intelligence, creative thinking, school achievement, and language development. In this monograph, a post-test and follow-up evaluation are carried out after the fourth grade. Pupil progress was measured in various areas of standardized tests, such as the Stanford-Binet Intelligence Scale and the Torrance Tests of Creative Thinking. In general, the results are that some gains (in IQ, for example) from the original three-year program were not lost in the following year. In spite of some substantial and statistically significant decrements during the follow-up year, the results are considered to provide some optimism about the effectiveness of both experimental reading methods. However, until more sophisticated procedures and measures are available, it is not considered feasible to engage in additional teaching method studies. For the interim report "after two years," see ED 017 415. (Author/JW)

ED043723 UD010685

The Effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with Disadvantaged Children in the Primary Grades: A Report after the Third Grade of the Cooperative Language Development Project.

Dunn, Lloyd M.; And Others

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Sponsoring Agency: Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.: IMRID-BSM-9

Publ. Date: 68 Note: 169p.

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

Descriptors: Academic Achievement/ Achievement Tests/ Creative Ability/ *Disadvantaged Youth/ Elementary Education/ Elementary School Curriculum/ *Initial Teaching Alphabet/ Intelligence/ Intelligence Tests/ *Language Instruction/ Reading/ *Reading Instruction/ Teaching Methods

Identifiers: *Peabody Language Development Kits

The purpose of the three-year Cooperative Language Development Project was to examine the efficacy of an oral language development program and an experimental reading program in improving the academic achievement, language development, intellectual functioning, and creative thinking of disadvantaged children in primary grades. The experimental treatments were: (1) an oral language program consisting of experimental versions of the Peabody Language Development Kits, and (2) an experimental reading (Initial Teaching Alphabet) approach. In contrast to the experimental groups, a control group used a conventional basal reading program. The effectiveness of the experimental programs was measured by various standardized tests, such as the Peabody Language Production Inventory and the Stanford-Binet Intelligence Scale. After three years of intervention, the two experimental approaches in combination appeared to be most effective treatment for improving the intellectual and language development as well as the school achievement and creative thinking of disadvantaged children. It appears that exposure to the experimental reading and language development programs in this study had a number of beneficial effects. For a report of the Project "after two years," see ED 026 125. (Author/JW)

ED043722 UD010684

The Effectiveness of Three Reading Approaches and an Oral Language Stimulation Program with Disadvantaged Children in the Primary Grades: A Final Report After Two Years of the Cooperative Reading Project.

Dunn, Lloyd M.; And Others

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Sponsoring Agency: Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.: IMRID-BSM-10

Publ. Date: 68 Note: 175p.

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

Descriptors: *Academic Achievement/ Achievement Tests/ *Disadvantaged Youth/ Elementary Education/ Elementary Grades/ Elementary School Curriculum/ Initial Teaching Alphabet/ *Language Instruction/ Oral Reading/ Phonics/ *Reading/ *Reading Instruction

The Cooperative Reading Project's purpose was to examine the relative effectiveness of three approaches to the teaching of beginning reading and the effectiveness of oral stimulation. This monograph reports the results of the last year of the project. The experimental reading treatments were: (1) the Initial Teaching Alphabet (ITA), (2) the Words in Color (WIC) program, and (3) a Supplemented Conventional Reading Program (SCRP) which used a basic reader plus additional phonics material. Five hundred and thirty-eight subjects were used; the program's effectiveness was evaluated by the Metropolitan Achievement Test, the Illinois Test of Psycholinguistic Abilities, the Peabody Language Production Inventory, and the Stanford-Binet Intelligence Scale. The results obtained from this two year intervention gave only partial confirmation to the experimental hypothesis--that children in experimental reading groups would show greater achievement than those in control groups. Students in the SCRP group did better than those in the ITA or WIC groups. In general, the experimental reading results seem to support the inclusion of systematic phonic instruction in traditional orthography for disadvantaged children. Due to the size of the print, data on several tables will not be clearly discernible in hard copy reproduction. (Author/JW)

ED043720 UD010682

Psycholinguistic Abilities of Good and Poor Reading First Grade Disadvantaged Pupils. IMRID Papers and Reports.

Bruininks, Robert H.; And Others

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Sponsoring Agency: National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Publ. Date: 69 Note: 11p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: *Disadvantaged Youth/ *Elementary Education/ Elementary School Curriculum/ Initial Teaching Alphabet/ Language Ability/ Language Instruction/ *Perceptually Handicapped/ Phonics/ *Psycholinguistics/ *Reading Instruction/ Teaching Methods

Identifiers: Illinois Test Psycholinguistic Abilities/ Metropolitan Achievement Tests

This study contrasted the psycholinguistic abilities of good and poor readers from disadvantaged backgrounds after completion of the first grade, using the Illinois Test of Psycholinguistic Abilities. It was predicted that disadvantaged children classified as poor readers would be significantly inferior to those identified as good readers on measures of psycholinguistic ability. The subjects were selected from a population of disadvantaged first-graders in Nashville, Tennessee. One group of subjects was taught to read using the Initial Teaching Alphabet; and the other, using traditional orthography. The subjects were divided into poor readers or good readers, depending upon their scores at the end of first-grade on the Metropolitan Achievement Tests. It was found that the prediction that poor readers would be significantly inferior to good readers on psycholinguistic abilities was partially supported; however, some findings were not consistent. These might be attributed to salient differences between the two reading methods. The results suggest the presence of general deficits in the auditory receptive and vocal expressive abilities of poor reading children. It appears that remediation exercises for such children should focus principally upon improving these abilities in both the syntactical and automatic aspects of language. (Author/JW)

ED041892# TE001937
The Effects of an Alphabet Having a High Sound-Letter Correspondence upon Children's Ability to Express Themselves in Written Form.
Magnuson, Ralph William
Publ. Date: 68 Note: 91p.; Ed.D. Dissertation, University of California, Berkeley
Available from: University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-14,816, MFilm $3.00, Xerography $4.80)
Document Not Available from EDRS.
Descriptors: *Basic Vocabulary/ *Beginning Reading/ *Composition (Literary)/ *Initial Teaching Alphabet/ Language Ability/ *Oral Expression/ Orthographic Symbols/ Reading Instruction/ Verbal Communication/ Vocabulary Development/ Written Language
To determine if children who have been taught to read using the i.t.a. would write stories with a vocabulary more nearly approaching the variety and extent of their oral vocabulary than would children who had been taught traditional orthography (T.O.), comparisons were made between 82 experimental (i.t.a.) and 80 control (T.O.) subjects matched on sex, age, reading readiness, socioeconomic level, and equivalence of beginning language development. In September, oral language samples were recorded of children's reactions to a series of pictures from which transcriptions were made to obtain word and unit counts. After 8 months of instruction, oral and written language samples were again collected by recording the children's reactions to two different pictures. Oral-written ratios and each group's mean length of communication unit were established. Significant differences on the Welch-Aspin and F tests were obtained favoring the i.t.a. group on number of running words, polysyllabic words, different words and communication units. Comparison of mean length of written communication units favored the i.t.a. on the Welch-Aspin, but not on the F test. The conclusion was that i.t.a. instruction enabled children to use a written vocabulary more nearly approaching their oral vocabulary than did T.O. (Author/JMC)

ED040981 24 SP004103
A Pilot Project for Individualizing Elementary Teacher Education. Final Report.
McClendon, Patricia R.
Winthrop Coll., Rock Hill, S.C.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-9-D-032
Grant No.: OEG-4-9-500032-0033-057
Publ. Date: Jun 70 Note: 112p.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
Descriptors: *Behavioral Objectives/ Educational Objectives/ *Elementary School Teachers/ *Individualized Instruction/ *Preservice Education/ Teacher Attitudes/ *Teacher Education Curriculum/ Team Teaching

Identifiers: METEP/ Model Elementary Teacher Education Project
A pilot project for individualizing elementary teacher education was developed based on the Model Elementary Teacher Education Project of the U. S. Office of Education. It provided individualized instruction in four context areas for 14 elementary education majors during half of the senior year. The context areas were: 1) clinical experiences in health and recreation, 2) clinical-tutorial experiences in measurement, 3) individualized teaching, 4) supervised teaching. The project was evaluated by means of participant comments, pre- and post-tests of participants and a control group on the Minnesota Teacher Attitude Inventory (MTAI), and rating of participants and controls on an Individualized Teaching Analysis (ITA) schedule developed especially for this project. Student comments were overwhelmingly favorable, and the MTAI and ITA scores indicated that project participants had a significantly more positive attitude toward teaching and used significantly more individualized teaching procedures than the control group. Aspects of the project under study for inclusion in the regular teacher education program include small seminars, independent study, a behavioral approach, and team teaching by faculty. (A 66-page appendix contains an outline of behavioral objectives for the four context areas.) (RT)

ED040838 RE002928
An Independent Evaluation of i.t.a.: A British Government-Sponsored Report.
Southgate, Vera
Publ. Date: 7 May 70 Note: 15p.; Paper presented at the International Reading Association conference, Anaheim, California, May 6-9, 1970
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Beginning Reading/ *Initial Teaching Alphabet/ Measurement Techniques/ *Primary Grades/ *Program Evaluation/ Question Answer Interviews/ Questionnaires/ Reading Achievement / *Reading Research/ Retarded Readers/ Spelling/ Writing
Collection and evaluation, using both measurement and judgment techniques, of the available evidence relating to the use of i/t/a as a means of beginning reading with children between the ages of 5 and 7 were presented. The specific terms of reference were threefold: (1) to evaluate published research material on i/t/a from both Great Britain and the United States; (2) to collect and evaluate the views of teachers and other knowledgeable people who had been closely connected with i/t/a in practice; and (3) to suggest further research projects connected with i/t/a. Conclusions drawn from the research evidence were similar to those drawn from the verbal evidence, obtained by interviewing nearly 400 people and visiting 46 schools, observing hundreds of children and talking to them and their teachers. There were mainly favorable impressions of i/t/a as related to reading, spelling, and writing improvements. However, recommendations for large-scale experiments, comparing the results of different beginning reading approaches, including i/t/a; further fundamental research into the early stages of learning to read; and production of more useful tests of early reading ability were made. References are included. (CL)

ED039412# AC006721
Use of the Initial Teaching Alphabet in English as a Second Language. Classes for Spanish Speaking Adults.
Robinson, Byrl Elmer
California Univ., Los Angeles. School of Education.
Publ. Date: 69 Note: 138p.; Ed. D. Thesis
Available from: University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 69-19,506 MF $3.00, Xerography $6.60)
Document Not Available from EDRS.
Descriptors: *Adult Students/ Conventional Instruction/ Doctoral Theses/ *English (Second Language)/ *Initial Teaching Alphabet/ Language Instruction/ *Orthographic Symbols/ Pretesting/ Public School Adult Education/ Questionnaires/ *Spanish Speaking/ Statistical Analysis/ Teacher Attitudes
Identifiers: California/ California Achievement Tests
The purpose of this study was to determine whether the use of the initial teaching alphabet (ITA) would have a beneficial effect upon English language learning when used with adult Spanish speaking students. The study consisted of five randomly

selected English as a Second Language classes in the Los Angeles City Unified School District divided into two groups: one receiving instruction in traditional orthography (TO), and the other in IRA. The two were compared and analyzed statistically. Pre and post testing were employed to provide data. A questionnaire was submitted to the teachers of IRA and TO classes. Some of the results obtained indicated that: (a) the groups made statistically significant gains in the mean raw scores, but showed no significant differences on the final reading section raw scores of the California Achievement Tests, Upper Primary; (b) teachers were willing to continue the use of ITA in ESL classes but reacted pro and con about the value of the study. The use of ITA symbols in ESL classes for teaching selected vowels was strongly supported by the study. (Author/PT)

ED039117 RE002802
Beginning Reading--The Effectiveness of I.T.A. and T.O. A Final Report for 1964-1968: The Results at the End of Third Grade.
Tanyzer, Harold J.; And Others
Hofstra Univ., Hempstead, N.Y.; Nassau County Board of Cooperative Educational Services, Jericho, N.Y.
Sponsoring Agency: New York State Education Dept., Albany.
Publ. Date: Jul 68 Note: 434p.
EDRS Price MF-$0.76 HC-$22.21 PLUS POSTAGE
Descriptors: *Beginning Reading/ Comparative Statistics/ Grade 3/ *Initial Teaching Alphabet/ Kindergarten Children/ *Longitudinal Studies/ Methods/ *Program Effectiveness/ Reading Ability/ *Reading Instruction
The purpose of this study was to investigate the longitudinal effects of i/t/a and T.O. instruction on students' reading, spelling, and language abilities at the end of third grade. It was primarily concerned with determining whether the effects of early reading instruction, which were not statistically evident at the end of second grade, became significant at the end of third grade. A summary of the analyses of variance and covariance computed for the orthography used (i/t/a or T.O.) suggested that i/t/a produces significantly better reading achievement in word study skills and word recognition and that i/t/a children spell as well as T.O. children by the end of third grade. From the data collected the author concluded that no significant advantage accrues to a total group from beginning reading instruction on a universal basis prior to first grade and that the Initial Teaching Alphabet proved to be a superior medium of instruction regardless of the time at which instruction began. However, i/t/a superiorities were not consistently evident in the area of comprehension. References are included. (NH)

ED039114 RE002796

Interaction Effects of Socio-economic Status, Intelligence and Reading Program on Beginning Reading Achievement.

Ho, Wai-Ching; Eiszler, Charles F.

Publ. Date: Mar 70 Note: 16p.; Paper presented at the meeting of the American Educational Research Association, Minneapolis, Minn., Mar. 2-6, 1970

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: Achievement Tests/ *Beginning Reading/ *Economic Status/ Grade 1/ Grade 2/ Initial Teaching Alphabet/ *Intelligence Level/ Intelligence Tests/ Interaction/ Low Achievement Factors/ Reading Achievement/ Reading Instruction/ *Reading Research/ *Social Background

An investigation is being made of the effects of the interaction between differing socioeconomic backgrounds and two beginning reading programs on the reading achievement of pupils at three ability levels. This report gives the results of data that have been collected for grades 1 and 2 only. Participating were 754 pupils in a small city school district in southern Michigan. The Initial Teaching Alphabet (i/t/a) was used with 350 of the pupils, traditional orthography (T.O.) with the rest. Reading achievement was determined by the Standard Achievement Test; IQ by the Otis Quick-Scoring Test, Form AS; and socioeconomic status (SES) from the fathers' occupations and educational backgrounds. Data indicated that (1) high SES background seemed to benefit high-ability pupils more than low- or middle-ability pupils; (2) first graders from all ability levels and SES backgrounds using i/t/a outperformed their T.O. counterparts on sound-symbol association tests; (3) i/t/a was especially helpful to middle-ability, low-SES second graders; and (4) in no instance did T.O. pupils significantly outperform i/t/a pupils on all grade-1 and grade-2 tests. Graphs and references are included. (NH)

ED039103 RE002720

Relationships Between Readiness Characteristics and Primary Grade Reading Achievement in Four Types of Reading Programs.

Dykstra, Robert

Publ. Date: Mar 70 Note: 10p.; Paper presented at the conference of the American Educational Research Association, Minneapolis, Minn., Mar. 2-6, 1970

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: Basic Reading/ *Beginning Reading/ *Grade 1/ Grade 2/ Initial Teaching Alphabet/ Intelligence/ Language Experience Approach/ Phonics/ *Predictive Ability (Testing)/ Reading Ability/ *Reading Instruction/ *Reading Readiness

The relationships between prereading measures of auditory discrimination, letter knowledge, and intelligence and reading ability were investigated for pupils who completed grades 1 and 2 in four different types of instructional programs--conventional basal reading programs, i/t/a programs, language-experience approaches, and code-emphasis programs. The 7,240 first-grade pupils and 3,036 second-grade pupils who comprised the sample for this study were participants in the Cooperative Research Program in First-Grade Reading Instruction. Pre-grade-1 measures were the Murphy-Durrell Phonemes test, the Murphy-Durrell Letter Names test, and the Pintner-Cunningham Primary Intelligence Test. The Paragraph Meaning and Word Reading subtests of the Stanford Achievement Battery were administered at the end of grades 1 and 2. In a majority of cases, significant differences were found among correlation coefficients representing predictive relationshps for pupils enrolled in different programs. The Letter Names test was the only measure which generally predicted reading ability in a similar fashion for the various programs. It was also found that each of the readiness measures was somewhat more effective in predicting reading success for pupils enrolled in code-emphasis and i/t/a programs than for pupils in basal and language-experience programs. Tables are included. (CM)

ED039093 RE002450

The Effect of ITA on Pupil Abilities.

Larr, Alfred L.; Holmes, Robert T.

California State Coll., Long Beach.

Publ. Date: 69 Note: 13p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: Elementary School Teachers/ *Initial Teaching Alphabet/ *Questionnaires/ Reading Consultants/ Reading Instruction/ *Reading Research/ Use Studies

A questionnaire was constructed and evaluated by specialists in the field of reading instruction to gain information regarding the use of the Initial Teaching Alphabet (i/t/a). Elementary teachers and reading specialists in 16 randomly sampled school districts in nine states were questioned. Eight of the systems were in districts generally favorable to i/t/a, eight from districts generally unfavorable to i/t/a. The questionnaire was divided into two parts. The first requested information concerning six pupil abilities. The second sampled teacher opinions regarding six potentially negative factors. Data from the first part showed that the highest proportion of teachers responding reported improvement in free written composition. In response to the second part of the questionnaire the advantages of i/t/a were reported, on the average, to be greater than the disadvantages. The findings raised additional questions that pointed to the need for further research. Tables and references are included. (NH)

ED038386# TE001104
Children's Literature and Reading.
Jenkins, William A., Ed.
National Council of Teachers of English, Champaign, Ill.
Publ. Date: Nov 64 Note: 110p.
Available from: NCTE, 508 S. Sixth Street, Champaign, Ill. 61820 (Stock No. 49806, $1.00, prepaid)
Document Not Available from EDRS.
Descriptors: Beginning Reading/ *Childrens Books/ Elementary Education/ English (Second Language)/ *English Instruction/ Graphemes/ Initial Teaching Alphabet/ *Language Arts/ Listening Skills/ Literature Appreciation/ Phonemes/ Phonics/ *Reading Instruction/ Reading Skills/ Secondary Education/ Spelling Instruction
The articles in this publication are (1) "The Children's Literary Heritage" by Dora V. Smith; (2) "Some Approaches to Teaching Standard English as a Second Language" by Charlotte K. Brooks; (3) "Detroit Great Cities School Improvement Program in Language Arts" by Clarence W. Wachner; (4) "Teaching and Testing Critical Listening in the Fifth and Sixth Grades" by Sara W. Lundsteen; (5) "Graphemic-Phonemic Correspondences as the Basis for Teaching Spelling" by Mark Lester; (6) "Understanding and Meeting Individual Needs in Spelling" by John M. Veto; (7) "One Hundred and One More Books for Beginning Readers" by Elizabeth Guilfoile; (8) "A Frequency Approach to Phonics" by Edward Fry; (9) "Teaching Reading in America Using i/t/a" by Albert J. Mazurkiewicz; (10) "Children's Books Can Reflect the American Style of Living" by Patricia J. Cianciolo; (11) "Reading Skills in Teaching Literature in the Elementary School" by William A. Jenkins; (12) "Reading Skills in the Study of Literature in the Junior High School" by Margaret Early; and (13) "Children Face Themselves Through Books: A Bibliography" by Alma Homze. Also included are "NDEA Extended to English" by Julia M. Haven and Arno Jewett, and a report on Project English by Robert C. Slack. (JM)

ED035148 40 EC004825
Comparison of Several Approaches for Teaching Braille Reading to Blind Children. Final Report.
Harley, Randall K.
George Peabody Coll. for Teachers, Nashville, Tenn.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.
Bureau No.: BR-6-2975
Grant No.: OEG-2-7-002975-0453
Publ. Date: Sep 69 Note: 35p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Beginning Reading/ Blind/ *Braille/ *Exceptional Child Research/ Initial Teaching Alphabet/ Instructional Materials/ Partially Sighted/ Program Development/ Program Evaluation/ *Reading Instruction/ Reading Materials/ Research Needs/ *Visually Handicapped
To develop and test materials to be used in a later 2-year study to compare six approaches in teaching braille reading, materials in grade 1 and grade 2, braille, and phonemic braille media (both analytic and synthetic approaches), 39 subjects from six residential schools were evaluated. Special books were embossed in grade 1 and phonemic braille, and phonemic codes were prepared for use with the analytic and synthetic readers. The teachers were given a 3-day workshop preceding the program. They made daily progress reports and their reactions were used in the evaluation of each approach. At the end of the 1-year program the results indicated that phonemic braille could be used with beginning braille readers; the analytic approach appeared to function more effectively for the phonemic materials than the synthetic approach; grade 1 approaches were not adequately measured; and further research is necessary with development of more adequate materials utilized to make generalizations concerning approaches in braille reading. (Author/JM)

ED033127# TE001555
How They Murdered the Second "R".
Riemer, George
Publ. Date: 69 Note: 322p.
Available from: W. W. Norton & Company, Inc., 55 Fifth Avenue, New York, New York 10003 ($7.95)
Document Not Available from EDRS.
Descriptors: Alphabets/ *Composition (Literary)/ Composition Skills (Literary)/ Creative Expression/ Creative Writing/ English Curriculum/ English Departments/ *English Instruction/ Grade 1/ *Initial Teaching Alphabet/ *Phonetic Transcription/ Reading Materials/ Student Development/ Teacher Education/ Teaching Methods/ *Writing/ Written Language
This book suggests that first graders could express themselves on paper more easily and naturally if they were taught the Initial Teaching Alphabet (i.t.a.). The chapters take up (1) the neglect of writing skills in a reading-oriented nation, (2) a comparison of the writing performance of students who learned the i.t.a. with that of students who learned traditional orthography in the early grades, (3) the stifling effect of the Dick and Jane basal-reader system upon young writers, (4) the failure of departments and graduate schools of English to encourage a "common-sense sequence of elementary-writing instruction," (5) the value of a writing-oriented curriculum based on the i.t.a. in facilitating the intellectual and emotional development of the beginning student, (6) the advantages of the writing-oriented curriculum, and (7) the objections raised by reading-oriented education specialists when attempts are made to introduce writing skills into the school curriculum. (JM)

ED033005 RE002030
The Reading Debate--Which Method Works Best? This is Teaching Series.
Neill, George
National School Public Relations Association, Washington, D.C.
Publ. Date: 69 Note: 6p.
Available from: National School Public Relations Association, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($0.25)
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
Descriptors: *Beginning Reading/ Experience Charts/ Initial Teaching Alphabet/ *Methods/ Phonics/ *Research Reviews (Publications)/ Teaching Methods
The varied results of three beginning reading research studies are presented. Methods of teaching beginning reading, including i/t/a, whole word approach, and code emphasis, are briefly discussed. A research project that supports evidence against claims of a "single solution" to beginning reading is discussed, and a list of practical suggestions for administrators is presented. References are included. (RT)

ED032295 TE001482
The Effects of the Initial Teaching Alphabet (i.t.a.) on Young Children's Written Composition.
Downing, John; And Others
Publ. Date: Feb 67 Note: 9p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Composition (Literary)/ Composition Skills (Literary)/ *Creative Expression/ Early Childhood Education/ *English Instruction/ *Initial Teaching Alphabet/ Language Arts / *Orthographic Symbols/ Primary Education/ Vocabulary Development/ Word Frequency/ Writing Skills/ Written Language
Two independent pilot studies in Britain investigated the effect of the Initial Teaching Alphabet (i.t.a.) on the creative expression and verbal skills in written composition of young children. The Staffordshire study compared a normal week's free compositions written by 54 children using the traditional alphabet with the compositions of a similar group of children who used the i.t.a. Verbal characteristics compared were word-count, size of vocabulary, and frequency of repetition. The Dundee study concentrated on comparisons of quality and mechanical aspects in compositions assigned to 27 pupils using the i.t.a. and to 27 pupils using traditional orthography. Results of both studies showed superior writing by the i.t.a. pupils and indicated that while traditional orthography inhibits a child's approach to free composition, the Initial Teaching Alphabet fosters early creative writing. (JM)

ED032133 PS002144
The i.t.a. Reading Experiment in Britain.

Downing, John; Halliwell, Stanley
London Univ. (England). Inst. of Education.
Sponsoring Agency: Ford Foundation, New York, N.Y.
Publ. Date: 30 Apr 64 Note: 9p.; Paper presented at the 9th Annual Conference of the International Reading Association, Philadelphia, Pa., April 30, 1964
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Beginning Reading/ Comparative Analysis/ *Initial Teaching Alphabet/ *Longitudinal Studies/ *Reading Development/ Reading Instruction/ Reading Skills/ Spelling
Identifiers: Great Britain
The British experiment with the Initial Teaching Alphabet was in its third year at the time of this report on the effectiveness of i.t.a. as a beginning reading program. Two groups of students were compared; one that started learning to read with i.t.a. and one that started with t.o. (traditional orthography). Reading and spelling tests were administered to the groups several times during the 3-year period. The results showed that the beginner's rate of progress was more rapid with i.t.a. due to the reduced volume of learning required. Children in this group, provided with a less complex alphabetic code, showed superior ability in word-building. Pupils who began with i.t.a. achieved superior scores on t.o. tests 18 months later, and when transferred to t.o. read with greater accuracy and comprehension than children who began with t.o. By the middle of the third year i.t.a. pupils could spell as well in t.o. as students who began with this system. Therefore, the acquisition of basic reading skills appears to be accelerated with i.t.a., and transfer of training from i.t.a. to t.o. results in a substantial gain in learning to read traditional orthography. (DR)

ED031387 RE001880
The i/t/a in Lompoc: A Longitudinal Study.
Wapner, Irwin
Publ. Date: 2 May 69 Note: 19p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Elementary School Students/ *Experimental Curriculum/ *Initial Teaching Alphabet/ *Longitudinal Studies/ Primary Grades/ Reading Programs/ Reading Research/ Reading Tests/ Sex Differences/ Standardized Tests/ Statistical Studies
Five hypotheses were tested in two longitudinal studies involving i/t/a used with primary-grade children in the Lompoc Unified School District of California. Parents were allowed to request i/t/a training, teachers were given instruction in i/t/a, and children received i/t/a training in first grade. Reading sections of the Stanford Achievement Test, Primary I, were given in both i/t/a and T.O. forms at the end of first grade, and T.O. forms were given at the ends of grades 2 and 3. Results concerning the five hypotheses showed (1) that i/t/a-trained children outperformed T.O.-trained children in grade 1, but not in grades 2 or 3; (2) that boys did not equal girls in achievement with i/t/a training; (3) that boys who were i/t/a-trained outperformed T.O.-trained girls in grade 1, but not in grades 2 or 3; (4) that older i/t/a- or T.O.-trained children outperformed younger children at grades 1, 2, and 3; and (5) that young i/t/a-trained children outperformed older T.O.-trained children in grade 1, but not in grades 2 or 3. Tables of test results are included. (MD)

ED028316 AC003280
Materials for Teaching Adults to Read. Curriculum Bulletin, No. 292.
Ebert, Don; Gaasholt, Marie
Oregon Univ., Eugene. School of Education.
Publ. Date: Jul 68 Note: 20p.
Available from: School of Education, University of Oregon, Eugene, Oregon 97403 ($.70)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Adult Reading Programs/ *Annotated Bibliographies/ Biographies/ Consumer Economics/ Costs/ Disadvantaged Groups/ English (Second Language)/ Individualized Programs/ Initial Teaching Alphabet/ *Instructional Materials/ Instructional Program Divisions/ Job Skills/ Phonetics/ Programed Texts/ Retardation/ Sight Method/ Teaching Machines/ Work Attitudes
An annotated bibliography is designed to be a guide to adult materials for reading instruction; it is arranged alphabetically by publishers, and includes such information as title, author, grade levels, price, binding, and other books in the series. Materials use such approaches as the phonetic, sight, and ITA methods. Instructional techniques include teaching machines, programed texts, records, and other individualized materials. Some materials are recommended for the disadvantaged, retarded, or those for whom English is a second language. The texts include biographies of famous Americans, and information on the world of work, economic and social self sufficiency, and occupational skills. No materials are included for teaching of grammar, spelling, vocabulary development, or social studies. (pt)

ED028040 RE001632
A Three Year Look at i/t/a/, Lippincott, Phonics and Word Power, and Scott, Foresman.
Hayes, Robert B.; Wuest, Richard C.
Publ. Date: Feb 69 Note: 14p.; Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Beginning Reading/ *Developmental Reading/ Educational Attitudes/ Elective Reading/ *Initial Teaching Alphabet/ *Phonics/ Reading Achievement/ *Reading Instruction
The following approaches to beginning reading were compared: (1) a basal reader program utilizing a whole word, carefully controlled vocabulary, and ability grouping procedures; (2) a phonics approach, with many different words, using essentially whole class procedures; (3) a combination whole word basal program supplemented with a phonics program; and (4) the i/t/a program employing a total language approach, a heavier than usual vocabulary, and grouping procedures. Each year the study was evaluated by the Stanford Achievement Test, the San Diego County Inventory of Reading Attitude, and a record of the number of books read independently. Additional random sample testing was done with individually administered tests. The original population, composed of 415 first graders in five classrooms per treatment, decreased to 262 pupils at the end of grade 3. In grade 1, while basal reader pupils read the most books, the other three programs generally appeared to help children to higher silent achievement. By the end of grade 3 the phonics approach scored significantly higher on Paragraph Meaning and Spelling than did the basal or combination classes. The phonics program was also favored significantly over the combination program at the end of third grade. At the same time the basal group scored significantly lower than the other three groups on Word Study Skills. Other significant differences are also reported. Tables are included. (CM)

ED027147# RE001323
British I.T.A. Research.
Downing, John
International Reading Association, Newark, Delaware.
Publ. Date: Apr 68 Note: 7p.
Document Not Available from EDRS.
Descriptors: *Beginning Reading/ Composition (Literary)/ *Initial Teaching Alphabet/ Intermediate Grades/ *Orthographic Symbols/ Primary Grades/ *Reading Instruction/ Reading Materials/ Reading Research/ *Spelling/ Teacher Education
Identifiers: London University
The conclusions and recommendations drawn from a 7-year study of the Initial Teaching Alphabet (i/t/a) made by the Reading Research Unit of London University are reported. The British research showed conclusively that traditional orthography (TO) is a major handicap for teachers and students of reading. Students taught with i/t/a made significantly greater progress in beginning reading and writing than did TO students. The proposed optimum solution to this problem is the correction of defects in traditional English orthography; research on the practicality of such reform is suggested. The proposed immediate solution is wider use of i/t/a. However, caution is advocated to insure the selection of meritorious ideas and materials which do not sacrifice basic educational values. Although i/t/a is a definite improvement, it needs refinement; additional research is recommended. References are listed. (BS)

ED027141 RE001297
Initial Teaching Orthographies.
Dewey, Godfrey
Publ. Date: 26 Apr 68 Note: 20p.; Paper presented at meeting of International Reading Association and Simpler Spelling Association, Boston, April 26, 1968.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Graphemes/ Initial Teaching Alphabet/ Morphemes/ *Orthographic Symbols/ Phonemes/ *Phonemic Alphabets/ Phonetics / Reading Processes/ *Reading Programs/ *Spelling/ Spelling Instruction
To achieve its purpose, an initial teaching orthography (i.t.o.) should be as simple in form and substance as possible: it should be phonemic rather than phonetic. The 40 sounds distinguished by Pitmanic shorthand and some provision for schwa can serve as a basic code. The symbols can be derived from either of two major sources--standardizing the Roman alphabet by assigning each letter and digraph a single sound or supplementing the Roman alphabet by assigning a constant value to each of the 23 useful letters and by creating 17 or more new symbols. As far as possible, the i.t.o. should have only one symbol per sound and should regard the predominant spellings of traditional orthography (t.o.). The i.t.o. must have a similarity to t.o. that allows immediate readability for those familiar only with t.o. and permits easy transfer for i.t.o. students. An outstanding example of an i.t.o. which supplements the resources fo the Roman alphabet is the Initial Teaching

Alphabet. An excellent example of a standardizing i.t.o. is World English Spelling. If it can be demonstrated that educational results from the standardizing i.t.o. are comparable with those of the supplementary type, the latter is preferable because of its similarity to t.o. References are listed. (BS)

ED027139 RE001267
Is the Linguistic Approach an Improvement in Reading Instruction?
Wardhaugh, Ronald
Publ. Date: 27 Apr 68 Note: 21p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Basic Reading/ Initial Teaching Alphabet/ *Linguistics/ Phonemics/ Phonetics/ Phonics/ *Reading Instruction/ *Reading Materials/ *Reading Programs/ Structural Linguistics/ Syntax/ Transformation Generative Grammar
Selected research studies dealing with linguistics and reading are reviewed under the following headings: (1) claims by linguists, (2) research on phoneme-grapheme correspondences, (3) research comparing linguistic approaches with basal reader approaches, (4) modified alphabets, and (5) syntax studies. It is concluded that the missing dimension in the work done thus far is the linguistic knowledge gained over the last decade. In terms of the topics of current interest to linguists, there is no linguistic approach in reading and definitely no linguistic method. There might be a linguistic perspective which could be applied by teachers to reading instruction. A bibliography is included. (RJ)

ED026799 40 EC003666
Using the Initial Teaching Alphabet to Improve Articulation. Children's Workbook and Index for Parents.
Goldman, Ronald; And Others
Vanderbilt Univ., Nashville, Tenn.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-6-2417
Grant No.: OEG-2-3252-0450-6011
Publ. Date: Jan 68 Note: 304p.
EDRS Price MF-$0.76 HC-$15.86 PLUS POSTAGE
Descriptors: Articulation (Speech)/ Auditory Discrimination/ Auditory Training/ *Exceptional Child Education/ *Family (Sociological Unit)/ Initial Teaching Alphabet/ *Instructional Materials/ Multisensory Learning/ Parent Participation/ Phonemics/ Phonetic Analysis/ *Preschool Children/ *Speech Handicapped/ Speech Therapy/ Synthesis/ Teaching Methods/ Visual Discrimination/ Workbooks
Designed to enable parents to help preschool, speech handicapped children enrolled in a program of speech correction by using materials based on the Initial Teaching Alphabet (ITA), these activities correlate with those used in therapy. A short period of time (15 to 20 minutes), a relaxed atmosphere, a regular schedule, and a quiet, non-distracting atmosphere are suggested for the activities. Pages of the child's manual are coded; the manual for parents replicates this material and provides an index to the code with instructions to be interpreted to the child. Ten activities focus on auditory discrimination, three on visual discrimination, 13 on sequencing, 20 on synthesis, 10 on analysis, and five on rhyming. (RP)

ED026798 40 EC003665
Lessons for Speech Pathologists. Using the Initial Teaching Alphabet to Improve Articulation.
Goldman, Ronald
Vanderbilt Univ., Nashville, Tenn.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2417
Grant No.: OEG-32-52-0450-6011
Publ. Date: Jan 68 Note: 147p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors: Articulation (Speech)/ Audiovisual Aids/ Auditory Discrimination/ Auditory Training/ *Exceptional Child Education/ Initial Teaching Alphabet/ *Instructional Materials/ Kinesthetic Perception/ Lesson Plans/ Linguistics/ Multisensory Learning/ Phonemics/ Phonetics/ *Preschool Children/ *Speech Handicapped/ *Speech Therapy/ Story Reading/ Teaching Methods/ Visual Stimuli
Designed by speech pathologists for use with preschool children, 54 lessons utilize the Initial Teaching Alphabet (ITA). Beginning with the presentation of a single sound and its ITA symbol, lessons progress systematically through all the symbols; synthesis of the elements into syllables, words, sentences, stories, and general conversation is structured; and the program is graded in difficulty. Materials are provided with the lessons and instructions for the therapists include reference to visual, auditory, and kinesthetic perceptual discrimination. Lessons can be used for either group or individual therapy; each lesson contains activities and a story. Forty-four visual symbols relating to phonemic elements of speech composing the ITA facilitate a multisensory approach to remediation of articulatory disorders. (RP)

ED026797 40 EC003663
Using the Initial Teaching Alphabet to Improve Articulation. Final Report.
Goldman, Ronald
Vanderbilt Univ., Nashville, Tenn.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-6-2417
Grant No.: OEG-2-3252-0450-6011
Publ. Date: Jan 68 Note: 39p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Articulation (Speech)/ Auditory Discrimination/ Auditory Tests/ *Auditory Training/ *Exceptional Child Research / Initial Teaching Alphabet/ Instructional Materials/ Multisensory Learning/ Parent Participation/ Phonemics/ Phonetic Analysis/ Phonetics/ *Preschool Children/ Research Reviews (Publications)/ *Speech Handicapped/ Speech Improvement / *Speech Therapy/ Visual Discrimination/ Visual Stimuli
Twenty-four preschool children (aged 3-3 to 5-6) were studied to test the efficacy of newly developed phonemic-visual-oral materials in the correction of articulatory problems. All subjects were given an articulation test and a battery of five tests to measure auditory memory span and intelligence. Twelve children received 50 sessions of instruction, 1 hour long, using the new materials based on the Initial Teaching Alphabet and structured to cover auditory discrimination, sound sequencing, visual discrimination, phonemic synthesis and analysis, and rhyming. A control group of 12 was exposed to traditional articulation therapy procedure. The experimental group made significantly fewer errors in articulation after therapy than the control group based on the Goldman-Fristoe Filmstrip Articulation Test (p=.05). No significant difference was found between groups in auditory memory skills and intelligence scores. Conclusions were that the experimental, visual-symbol approach has great potential in the modification of misarticulation. (RP)

ED026619 24 AC003866
A Literacy Program for Adult City Core Illiterates: An Investigation of Experiential Factors ...; The Development of an Instrument to Predict Success ...; and a Study of the Initial Teaching Alphabet ... . Final Report.
Brown, Don A.; Newman, Anabel P.
Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-6-1136
Grant No.: OEG-1-7-061136-0385
Publ. Date: Oct 68 Note: 199p.
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
Descriptors: *Illiterate Adults/ *Initial Teaching Alphabet/ Inner City/ *Literacy Education/ Participant Characteristics/ Predictive Ability (Testing)/ Reading Instruction/ *Reading Materials/ Research/ Socioeconomic Background/ Teacher Education/ *Tests
Identifiers: *New York State
This study involving 207 adult city-core illiterates from Buffalo and Niagara Falls, New York, reading below third grade level, examined (a) educational characteristics and abilities of adult illiterates important to the improvement of reading materials and programs; (b) a study of the use of i.t.a. with adult-centered materials paced to adult learning rates and providing training for teachers; and (c) identification of variables predictive of reading gain. Standardized tests and tests of potential which were used showed the subjects lacing a number of skills helpful to efficient and effective test taking. They usually had a low level of general information, as well as low skills level. Visual acuity was often inadequate. Gains by the experimental group were not significantly greater than those of the control group; however, the child-oriented standardized testing instruments were considered inadequate. A relatively higher level of communication in the background and reading oriented present family situations were the most valuable predictive variables. Recommendations are included concerning combination research programs, linguistic analysis, recruitment, adult materials, teaching training, readability formula for adults, a materials study, methodology, and testing. (ly)

ED026225# RE001530
The First Grade Reading Studies: Findings of Individual Investigations.
Stauffer, Russell G., Ed.
International Reading Association, Newark, Delaware.
Publ. Date: 67 Note: 165p.
Available from: International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 ($3.00 to members, $3.50 to nonmembers).
Document Not Available from EDRS.
Descriptors: Basic Reading/ Beginning Reading/ Disadvantaged Youth/ *Grade 1/ Grouping (Instructional Purposes)/ Individualized Reading/ Initial Teaching Alphabet/ Inservice Programs/ Language Experience Approach/ *Reading Achievement/ *Reading Instruction/ *Reading Programs/ Reading Readiness/ *Reading Research/ Spanish Speaking/ Teaching Methods
Twenty-seven summaries of first-grade reading studies sponsored by the United States Office of Education are included. The studies, done in the 1964-65 school year, were made in different localities, and each was concerned with a different problem. More than one-half of the directors were full-time college professors; a few were senior authors of basic reading series; and some were known to be staunch advocates of a particular approach. Included for study are: (1) comparisons of first-grade reading achievement using such approaches as basal readers, i/t/a, the diacritical marking system, linguistic readers, and language arts; (2) descriptions of programs for disadvantaged, Spanish-speaking, low success potential, and rural community groups; (3) comparisons of classroom organizational patterns, including individual and group instruction; (4) descriptions of inservice programs and reading consultant supervision methods; (5) explanation of a longitudinal reading readiness program; (6) comparisons of the reading achievement of boys and girls; and (7) discussions of growth in word element perception and the relation of language structure to meaning using various approaches. The coordinating center's role is described, and recommendations are made for future central and uniform control of individual study methods, statistical procedures, and other variables. (Author/CM)

ED026125 PS001432
The Effectiveness of the Peabody Language Development Kits and the Initial Teaching Alphabet with Disadvantaged Children in the Primary Grades: After Two Years.
Dunn, Lloyd M.; And Others
George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.
Sponsoring Agency: Ford Foundation, New York, N.Y.; National Inst. of Child Health and Human Development, Bethesda, Md.
Report No.: IMRID-6
Publ. Date: Aug 67 Note: 140p.
EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors: Academic Achievement/ Control Groups/ *Culturally Disadvantaged/ *Elementary School Students/ Intervention/ Language Enrichment/ *Language Programs/ Longitudinal Studies/ *Program Effectiveness/ *Program Evaluation/ Reading Achievement/ Reading Development/ Reading Programs/ Verbal Development
Identifiers: Peabody Language Development Kit
This Cooperative Language Development Project had two objectives: (1) to provide a modified language program for culturally disadvantaged first graders and (2) to evaluate the effectiveness of the program in terms of academic, intellectual, and linguistic growth. In a 2-year intervention program experimental versions of the Peabody Language Development Kit (PLDK) and the Early-to-Read Initial Teaching Alphabet (ITA) were used for an experimental group. There were 630 subjects the first year and 343 the second year. A conventional basal reading program with no language stimulation was used for a control group with 102 subjects the first year and 41 the second year. The combination of ITA and 2 years of PLDK produced the most effective results. Reading achievement after 2 years was equal for both groups. The effects of PLDK on intellectual functioning are questionable. These findings must be viewed cautiously since (1) increments favoring the ITA and PLDK may not last through the third grade, and (2) present research does not suggest the same superiority of ITA as demonstrated in this project. However, ITA and PLDK hold promise for inner-city slum children with reduced verbal ability, restricted and nonstandard English, and inability to articulate speech sounds clearly. (DO)

ED024522 RE001249
Sequence of Reading Skills in Reading: Is There Really One?
Aaron, I. E.
Publ. Date: 27 Apr 68 Note: 19p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Basic Reading/ Individualized Reading/ Initial Teaching Alphabet/ Language Experience Approach/ Linguistics/ *Literature Reviews/ Perceptual Development/ Phonics/ *Reading Skills/ *Sequential Reading Programs/ Sight Method/ Visual Perception/ Word Study Skills
Selected recent research studies are reviewed under the following headings: (1) perception pretraining for reading, (2) hierarchical arrangement of reading skills, (3) comparisons of suggested sequences of different basal series, (4) code versus meaning emphasis in beginning reading, and (5) the relative effectiveness of methods involving sequential development. Although many experts believe that there is sequence in learning the reading skills, most of the studies cited in this review were not designed to investigate this specific problem. No final conclusions or evaluations are made. Fifty-four references are included. (RJ)

ED022657 RE001443
Current Approaches to Teaching Reading.
Mackintosh, Helen K., Ed.
National Education Association, Washington, D.C. Kindergarten and Nursery Education.
Publ. Date: 65 Note: 6p.
Available from: Department of Elementary-Kindergarten-Nursery Education, National Education Association, 1201 16th St., N. W., Washington, D. C. 20036 (free).
EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ *Elementary Grades/ Individualized Programs/ Initial Teaching Alphabet/ Language Experience Approach/ Linguistics/ Phonics/ *Reading Instruction
Eight approaches to the teaching of elementary reading are described briefly. The Executive Committee of the Department of Elementary-Kindergarten-Nursery Education of the National Education Association selected the approaches to be discussed. They include (1) Language Experience Approach by R. V. Allen, (2) Phonic Approach by Charles E. Wingo, (3) Basal Reading Series by A. Sterl Artley, (4) Individualized Approach by Willard C. Olson, (5) Multilevel Reading Instruction by Don H. Parker, (6) Initial Teaching Alphabet by Sir James Pitman, (7) Words in Color by Dorothea E. Hinman, and (8) Linguistics in Beginning Reading by Charles C. Fries. These statements provide a spectrum of current thinking and discussion in the field of reading and offer an opportunity for teachers, curriculum committees, college and university teachers and students, and other groups and individuals to examine these approaches within a common framework. References are included. (Author/RT)

ED022653# 24 RE001438
Word Attack Skills: Review of Literature.
Desberg, Peter; Berdiansky, Betty
Southwest Regional Educational Lab., Inglewood, Calif.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No.: TR-3 Bureau No.: BR-6-2865
Contract No.: OEC-4-7-062865-3073
Publ. Date: 1 Jun 68 Note: 112p.
Available from: Southwest Regional Laboratory for Educational Research and Development, 11300 La Cienega Blvd., Inglewood, Calif. 90304.
Document Not Available from EDRS.
Descriptors: Basic Reading/ *Elementary Grades/ Graphemes/ Initial Teaching Alphabet/ *Instructional Materials/ Linguistics/ Orthographic Symbols/ Perception/ Phonemes/ Phonics/ Pronunciation/ *Reading Programs/ *Research Reviews (Publications)/ *Word Recognition
The literature dealing with the identification process in beginning reading is surveyed. The first major section presents a review of the basal, Language Experience Approach, Phonic Word Method, linguistic, and i/t/a programs. Questions are raised about the empirical investigation of the subject matter and the instructional procedures used in these approaches. The second major section reviews reports of current word attack research designed to determine the stimulus units (cues) to which the reader attends and the identification techniques he utilizes in the word attack process. Linguistic hypotheses, presented through a collaboration of linguists, psychologists, and educators, are checked for their efficiency in reading acquisition. Areas of suggested research include (1) a systematic study of the English language to determine an explicit subject matter, (2) the use of an interdisciplinary approach, and (3) further investigation of the stimulus units to which the beginning reader attends. An extensive bibliography of beginning reading mechanics literature is included. (Author/RT)

ED022645 24 RE001405
Teaching Reading and Language Skills in Grades 2 and 3.
Hahn, Harry T.
Michigan State Univ., Rochester. Oakland Univ.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-5-0573
Contract No.: OEC-6-10-202
Publ. Date: May 68 Note: 116p.
EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE
Descriptors: *Basic Reading/ *Beginning Reading/ Composition Skills (Literary)/ *Initial Teaching Alphabet/ Language Arts/ Language Development/ *Language Experience Approach/ *Primary Grades/ Reading Achievement/ Reading Comprehension/ Spelling/ Vocabulary Development
The Oakland County, Michigan, first-grade study of the effectiveness of three approaches to beginning reading was extended to the second and third grades to investigate differences in their effects on reading and related language development. Each of 11 research teams chose three classrooms which used either the Initial Teaching Alphabet approach (i/t/a), the language experience approach (LE), or the basal reader approach (BR). Participating teachers were assisted by preschool conferences, biweekly meetings, supervision, and consultant services. Data on pupil achievement in reading and related language development were gathered from standardized test scores, reading records, oral and written compositions, and scores on a test of creative thinking. Results showed that the academic achievement of the i/t/a and LE groups equalled that of the BR group. The i/t/a group scored highest on spelling and word study. The LE group was superior to the BR group on word recognition, spelling, and paragraph comprehension. The LE and i/t/a groups read more books than the BR group, but the BR group had better knowledge of the mechanics of English usage. Differences between the i/t/a and LE groups were negligible. Differences in vocabulary development were inconclusive, and differences in creativity were negigible for the three groups. Appendixes and a bibliography are included. (NS)

ED022639 RE001374
Evaluation of the Basic Reading Demonstration Project, 1966-67.
Rankin, Paul T., Jr.
Detroit Public Schools, Mich.
Publ. Date: Apr 68 Note: 33p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ *Educationally Disadvantaged/ Initial Teaching Alphabet/ Inner City/ Linguistics/ Nonprofessional Personnel/ Phonics/ *Primary Grades/ *Reading Achievement/ Reading Instruction/ Reading Programs/ *Teacher Aides
Identifiers: Elementary and Secondary Education Act, Title I
A study was conducted to determine the effectiveness of six approaches to beginning reading instruction (basal, linguistic, phonic, programed reading, i/t/a, and unifon) in schools serving educationally disadvantaged children and to determine the effectiveness of lay aides in project classrooms. Subjects were approximately 4,000 pupils in primary one and two classes of 19 inner city Detroit public schools. The means and standard deviations of achievement and aptitude test scores were computed for each experimental treatment group. Teacher evaluations of lay aides' services were analyzed by response frequency distributions. Test results indicated that, with few exceptions, the reading achievement means for all treatment groups were below grade level in terms of national norms. With primary two pupils, i/t/a followed by the basal approach to reading instruction produced the highest mean achievement scores. Teachers' responses indicated that lay aides provided valuable classroom assistance. No conclusions regarding the relative effectiveness of the various methods of reading instruction can be drawn until June 1968 achievement test scores are available. Brief descriptions of the six teaching methods used in the experiment are included in an appendix. (BS)

ED022626 RE001291
Classroom Implications of the First-Grade Reading Studies.
Dykstra, Robert
Publ. Date: Apr 68 Note: 12p.; Paper presented at College Reading Association Conference, Knoxville, Tenn., April 1968.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ Initial Teaching Alphabet/ Kinesthetic Methods/ Phonics/ Reading Achievement/ Reading Comprehension/ *Reading Instruction/ *Reading Materials/ *Reading Programs/ *Reading Readiness/ Reading Readiness Tests/ Reading Skills/ Spelling/ Word Recognition
Identifiers: Cooperative Research Program
During the first year of the program, 27 individual projects enrolling approximately 20,000 first-grade pupils were involved. Fifteen of these projects participated in a second-grade followup study. Some conclusions based on an analysis of data are (1) that prereading knowledge of letter names is the best single predictor of reading achievement in the primary grades, (2) that various measures of reading readiness predict achievement in a similar fashion for many types of reading programs, (3) that girls were generally superior to boys for all three testing periods, (4) that instruction in phonics is related to achievement in word recognition and spelling, (5) that direct instruction in comprehension is essential, (6) that a writing component is an effective addition to a primary reading program, (7) that the prereader should be taught to recognize letters of the alphabet, and (8) that pupils can learn to recognize more words than are commonly introduced in reading programs. The elements of the learning situation attributable to teachers, classrooms, schools, and school systems play a large role over and above the materials and/or approaches used. (RJ)

ED020098 RE001274
FOUR INSTRUCTIONAL APPROACHES TO BEGINNING READING--THREE YEARS LATER.
HAYES, ROBERT B. ; WUEST, RICHARD C.
Publ. Date: APR68 Note: 15P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ Developmental Reading/ Directed Reading Activity/ Early Reading/ Elementary School Students/ Initial Teaching Alphabet/ Phonics/ *Primary Grades/ *Reading Instruction/ Reading Programs/ *Reading Research/ Reading Skills/ Reading Tests
FOUR APPROACHES TO BEGINNING READING WERE EVALUATED IN A 3-YEAR STUDY OF ELEMENTARY PUBLIC SCHOOL STUDENTS IN NEW CASTLE, PENNSYLVANIA. THE FOUR APPROACHES USED WERE (1) A BASAL READER PROGRAM PUBLISHED BY SCOTT, FORESMAN AND CO. (1962), (2) A PHONIC PROGRAM UTILIZING CORRELATED FILMSTRIPS PUBLISHED BY J.B. LIPPINCOTT CO. (1963), (3) A COMBINATION USING SCOTT, FORESMAN'S MATERIALS SUPPLEMENTED WITH PHONIC BOOKLETS (PHONICS AND WORD POWER) PUBLISHED BY AMERICAN EDUCATION PUBLICATIONS, INC. (1964), AND (4) A LANGUAGE ARTS APPROACH USING THE INITIAL TEACHING ALPHABET (1963). AFTER THE PUPILS IN THIS GROUP MADE THE TRANSITION TO TRADITIONAL ORTHOGRAPHY, THE TREASURY OF LITERATURE SERIES PUBLISHED BY CHARLES E. MERRILL (1960) WAS USED. IN ADDITION, WIDE INDEPENDENT READING WAS ENCOURAGED IN ALL FOUR GROUPS. THE STANFORD ACHIEVEMENT TEST AND THE GILMORE ORAL READING TEST WERE USED AS PRIMARY MEANS OF EVALUATION FOR THE STUDY. RESULTS ON THESE TESTS SHOWED THAT IN GENERAL THE LIPPINCOTT AND I/T/A-LIPPINCOTT PROGRAM MIGHT BE WORTHY OF ATTENTION AND FUTURE STUDY. HOWEVER, THE RESULTS DO NOT SUGGEST THAT ANY OF THE FOUR APPROACHES WAS CONSISTENTLY BETTER THAN THE OTHERS. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (BOSTON, APRIL 24-27, 1968). (BS)

ED019144 24 PS000931
A COMPARISON BETWEEN THE ORAL AND WRITTEN RESPONSES OF FIRST-GRADE CHILDREN IN I.T.A. AND T.O. CLASSES.
SANDEL, LENORE
Hofstra Univ., Hempstead, N.Y.
Report No.: BR-7-8220
Publ. Date: 67 Note: 17P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Analysis of Variance/ *Composition Skills (Literary)/ *Correlation/ Creative Writing/ *Grade 1/ *Initial Teaching Alphabet/ Intelligence Level/ Language Ability/ Orthographic Symbols/ *Speech Skills/ Vocabulary Development
Identifiers: PINTNER CUNNINGHAM PRIMARY TEST
TWO FIRST GRADE CLASSES, ONE USING THE INITIAL TEACHING ALPHABET (ITA) AND ONE USING TRADITIONAL ORTHOGRAPHY (TO), WERE RANDOMLY SELECTED FROM A SCHOOL IN EACH OF 4 SCHOOL DISTRICTS. THE TOTAL SAMPLE CONSISTED OF 100 CHILDREN IN ITA CLASSES AND 100 CHILDREN IN TO CLASSES. THE CLASSES WERE GROUPED HETEROGENEOUSLY. THE PINTNER- CUNNINGHAM PRIMARY TEST, FORM A, WAS ADMINISTERED TO DETERMINE THE INTELLIGENCE RATING FOR EACH SUBJECT. THE DATA GATHERED INCLUDED 1 ORAL RESPONSE AND 1 WRITTEN RESPONSE FOR EACH PUPIL IN THE STUDY FOR EACH OF 3 STIMULI. THE RESULTS SUGGEST THAT THE WRITTEN LANGUAGE OF CHILDREN INSTRUCTED IN ITA, WHEN COMPARED WITH CHILDREN INSTRUCTED IN TO, SHOWED (1) AN INCREASED QUANTITY OF WRITING, (2) A GREATER VARIETY OF VOCABULARY EMPLOYED IN THE COMPOSITION, AND (3) AN INCREASED NUMBER OF THOUGHT UNITS WHEN EVALUATED BY CATEGORY OF INTELLIGENCE AND ORAL LANGUAGE COMPETENCY. THE RESULTS ALSO SUGGEST THAT A BROADER SAMPLE BE EVALUATED TO INCLUDE SUCH DISCRIMINATING FACTORS AS CLASSROOM PROCEDURE, INSTRUCTIONAL MATERIAL, AND CORRELATION WITH RELATED LANGUAGE ARTS ACTIVITIES. THE LONGITUDINAL EFFECT ON THE WRITTEN LANGUAGE COMPETENCY OF THE FIRST GRADE CHILDREN IN THE PILOT STUDY WAS TO BE DETERMINED WHEN THET PROCEEDED TO SECOND GRADE. (CO)

ED019108# PS000181
THE INITIAL TEACHING ALPHABET AND THE WORLD OF ENGLISH. (PROCEEDINGS OF THE SECOND ANNUAL INTERNATIONAL CONFERENCE ON THE INITIAL TEACHING ALPHABET, AUGUST 18-20, 1965).
MAZURKIEWICZ, ALBERT J.
Publ. Date: 66
DOCUMENT NOT AVAILABLE FROM EDRS.
Descriptors: Adult Reading Programs/ Elementary Education/ English (Second Language)/ Handicapped Children/ *Initial Teaching Alphabet/ Instructional Materials/ *Language Research/ Longitudinal Studies/ Orthographic Symbols/ Preschool Education / *Reading Instruction/ Remedial Reading Programs/ Teacher Education
COMPLETE TRANSCRIPTIONS OF 60 PAPERS CONCERNED WITH THE INITIAL TEACHING ALPHABET (ITA) ARE PRESENTED IN THIS REPORT, THE INITIAL SECTION OF WHICH IS DEVOTED TO A DESCRIPTION OF ITA AND A SURVEY OF ITS GENESIS AND DEVELOPMENT. SUBSEQUENT SECTIONS DEAL WITH THE ROLE OF ITA IN (1) THE DEVELOPMENT OF ENGLISH AS A UNIVERSAL LANGUAGE AND THE TEACHING OF ENGLISH AS A SECOND LANGUAGE, (2) PRESCHOOL READING PROGRAMS, (3) REMEDIAL READING PROGRAMS, (4) READING PROGRAMS FOR PHYSICALLY AND EMOTIONALLY HANDICAPPED CHILDREN, AND (5) PROGRAMS FOR THE DEVELOPMENT OF LITERACY IN ADULT POPULATIONS. THE FINDINGS OF ITA RESEARCH STUDIES ARE PRESENTED AS ARE INTERIM REPORTS OF U.S. OFFICE OF EDUCATION STUDIES OF FIRST GRADE READING PROGRAMS. NEEDED FUTURE RESEARCH IN ITA IS DISCUSSED. THE USE OF ITA IN CANADA, BRITAIN, AND THE UNITED STATES IS REPORTED. AND SPECIFIC ATTENTION IS GIVEN TO THE PROGRESS OF INSTRUCTIONAL PROGRAMS IN ENGLAND AND THE UNITED STATES. THE DEVELOPMENT OF EFFECTIVE TEACHER USE. THE VIEWS OF AUTHORS AND PUBLISHERS REGARDING INSTRUCTIONAL MATERIALS, AND DEVELOPMENTAL USES OF ITA ARE REPORTED. A CONCLUDING SECTION DISCUSSES THE PROBABLE EFFECT OF ITA ON THE ELEMENTARY CURRICULUM. THIS DOCUMENT IS AVAILABLE FROM THE INITIAL TEACHING ALPHABET FOUNDATION, HOFSTRA UNIVERSITY, HEMPSTEAD, NEW YORK. (JS)

ED018957 EF001473
EXPERIENCE WITH TEACHING MACHINES AND PROGRAMMED LEARNING.
STRAND, WILLIAM H.
Leicester Univ., Leicestershire (England). Programme Research Unit.; Stanford Univ., Calif. Peninsula Study Council.
Publ. Date: NOV64 Note: 58P.
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: *Linear Programing/ *Optional Branching/ *Programed Instruction/ *Teaching Machines
Identifiers: ENGLAND/ LEICESTER
STUDIES OF THE USE OF TEACHING MACHINES AND PROGRAMED INSTRUCTION IN ENGLISH SCHOOLS ARE PRESENTED, INCLUDING ALL LEVELS FROM THE CLASSES FOR FIVE YEAR OLDS THROUGH THE HIGH SCHOOL. STUDIES OF THE READING PROGRAM (ITA), SCIENCE, GEOMETRY, AND MATHEMATIC PROGRAMS ARE DESCRIBED. MACHINES INCLUDED THOSE USING EITHER LINEAR OR BRANCHING PROGRAM MATERIALS. BOTH COMMERCAL AND TEACHER-DEVELOPED PROGRAMS WERE EXAMINED. RESULTS OF THE EXPERIMENTS IN PROGRAMED LEARNING INDICATE THAT CHILDREN USING THESE MATERIALS LEARN AT LEAST AS WELL AS THOSE USING CONVENTIONAL MATERIALS. PROBLEMS OF PROGRAM WRITING ARE DISCUSSED. (BD)

ED018350# RE001187
ROLES OF THE ADMINISTRATOR AND PARENT IN THE SCHOOL READING PROGRAM. PROCEEDINGS OF HOFSTRA UNIVERSITY READING CONFERENCES, TWO AND THREE, VOLUME 1, 1966.
SCHLEICH, MIRIAM ; SHEPHERD, DAVID L.
Hofstra Univ., Hempstead, N.Y.
Publ. Date: 66
DOCUMENT NOT AVAILABLE FROM EDRS.
Descriptors: *Administrator Role/ Beginning Reading/ *Elementary Schools/ Initial Teaching Alphabet/ *Parent Responsibility/ Reading Achievement/ Reading Diagnosis/ Reading Difficulty/ *Reading Programs/ Reading Readiness/ *Secondary Schools
THIS VOLUME OF THE 1966 HOFSTRA UNIVERSITY READING CONFERENCE PROCEEDINGS ADVANCES THE THESIS THAT THE SUCCESS OF THE SCHOOL READING PROGRAM DEPENDS ON THE COOPERATIVE EFFORTS OF THE SCHOOL ADMINISTRATORS, THE TEACHERS, AND THE PARENTS. TEN ARTICLES DESCRIBE THE ADMINISTRATOR'S ROLE IN SELECTING THE PHILOSOPHY OF THE SCHOOL READING PROGRAM, IN ORGANIZING THE READING PROGRAM, IN CONDUCTING INSERVICE TRAINING FOR TEACHERS, AND IN PROVIDING LEADERSHIP FOR THE CLASSROOM TEACHERS. MODEL READING PROGRAMS FOR THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH LEVELS ARE PRESENTED WITH A MODEL PUBLIC SCHOOL CLINICAL PROGRAM. SEVEN ARTICLES EXPLAIN HOW PARENTS CAN CONTRIBUTE TO THE SCHOOL READING PROGRAM, HOW THEY CAN HELP THEIR CHILDREN DEVELOP READINESS FOR SCHOOL AND FOR READING, HOW THEY SHOULD INTERPRET SCHOOL REPORTS ON THEIR CHILDREN'S ACHIEVEMENT, AND HOW THEY CAN HELP CHILDREN WITH READING DIFFICULTIES. THIS VOLUME IS AVAILABLE FROM HOFSTRA UNIVERSITY, HEMPSTEAD, LONG ISLAND, NEW YORK 11550. (NS)

ED018348 RE001185
TEACHING READING IN THE ELEMENTARY SCHOOL--SELECTED REFERENCES.
ROMER, ROBERT D.
Los Angeles City Schools, Calif.
Report No.: LACS-IB-EC-103
Publ. Date: 66 Note: 149P.
EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors: *Annotated Bibliographies/ Basic Reading/ Content Reading/ *Elementary Grades/ Individualized Reading/ Initial Teaching Alphabet/ Language Experience Approach/ Phonics/ Reading Difficulty/ *Reading Instruction/ Reading Readiness/ Recreational Reading/ Reference Materials/ *Research Reviews (Publications)
TO PROVIDE EDUCATORS WITH BACKGROUND KNOWLEDGE OF THE DIFFERENT ASPECTS OF ELEMENTARY READING INSTRUCTION, THE LOS ANGELES CITY SCHOOLS PRESENT A COMPILATION OF SELECTED REFERENCES. THE COMPILATION INCLUDES REFERENCES ON SIGNIFICANT RESEARCH, SUCCESSFUL PRACTICES, AND PROPOSALS IN THE FOLLOWING AREAS OF READING INSTRUCTION--READING READINESS, APPROACHES TO READING INSTRUCTION, SUPPLEMENTARY READING, READING IN THE CONTENT AREAS, AND READING DISABILITIES. THE INCLUSION OF A REFERENCE DOES NOT IMPLY ENDORSEMENT OF THE TECHNIQUE OR THESIS PROPOSED. FOR THE CONTROVERSIAL AREAS OF READING INSTRUCTION, STATEMENTS BY THE PROPONENTS ARE INCLUDED, AND, WHENEVER POSSIBLE, EVALUATIVE STATEMENTS ON THE ADVANTAGES AND LIMITATIONS OF CERTAIN PROPOSALS ARE PROVIDED. REFERENCES ARE ENTERED WITH COMPLETE BIBLIOGRAPHIC CITATIONS, A SHORT ANNOTATION, AND SOME EXCERPTS WHICH EXPLAIN THE MAIN THESIS. A LIST OF ADDITIONAL REFERENCES IS INCLUDED. (NS)

ED018329 RE001123
TEACHING READING. WHAT RESEARCH SAYS TO THE TEACHER, NO. 1.
GATES, ARTHUR I.
National Education Association, Washington, D.C. Association of Classroom Teachers.
Publ. Date: 67 Note: 36P.
EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE
Descriptors: Individualized Reading/ Initial Teaching Alphabet/ Phonics/ Programed Materials/ *Reading Instruction/ *Reading Programs/ *Teaching Techniques
Identifiers: AUDIOVISUAL MEDIA/ NATIONAL EDUCATION ASSOCIATION
SOME IMPLICATIONS OF RESEARCH ARGUMENTS ARE PRESENTED FOR THE ENCOURAGEMENT OF WIDER AND MORE RAPID READING AND FOR THE DEVELOPMENT OF THE VARIED SKILLS BASIC TO SUCCESS IN ANY TYPE OF READING. IT IS SUGGESTED THAT READING BE TAUGHT WITHIN THE CONTEXT OF A WELL-ROUNDED LANGUAGE ARTS PROGRAM IN A MANNER THAT WILL PROMOTE EFFECTIVE LEARNING IN ALL CURRICULUM AREAS. TO HELP TEACHERS ACHIEVE THIS GOAL, FACTORS THAT AFFECT LEARNING TO READ, PRINCIPLES OF READING INSTRUCTION, AND SOME BASIC READING TECHNIQUES ARE PRESENTED. THE RELATIVE MERITS OF THE METHODS OF TEACHING READING WHICH ARE NOW THE SUBJECT OF CONTROVERSY ARE DISCUSSED. THIS PAMPHLET OFFERS TOPICS FOR FURTHER DISCUSSION AND SELECTED REFERENCES FOR THE IMPROVEMENT OF READING INSTRUCTION AND FOR PROFESSIONAL GROWTH. THIS DOCUMENT IS ALSO AVAILABLE FOR $.25 FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (NS)

ED017899 AL000882
LINGUISTICS AND THE CLASSROOM TEACHER, SOME IMPLICATIONS FOR INSTRUCTION IN THE MOTHER TONGUE.
SHANE, HAROLD G.
Association for Supervision and Curriculum Development, Washington, D.C.
Publ. Date: 67 Note: 130P.
EDRS PRICE MF-$0.76 HC NOT AVAILABLE FROM EDRS. PLUS POSTAGE
Descriptors: Applied Linguistics/ English/ English Curriculum / *English Instruction/ Grammar/ Initial Teaching Alphabet/ *Language Research/ *Language Teachers/ *Linguistics/ Literature/ Reading Instruction/ Spelling Instruction/ Synchronic Linguistics/ Teacher Education/ Teacher Education Curriculum/ Teaching Methods/ Vocabulary
IT IS THE AUTHOR'S PURPOSE IN THIS BOOKLET TO HELP TEACHERS AND CURRICULUM SPECIALISTS UNDERSTAND WHY LINGUISTICS IS SO IMPORTANT AND TO UNDERSTAND ITS APPLICATIONS IN THE CLASSROOM. THE READER IS ALSO INTRODUCED TO THE HISTORY, TECHNICAL VOCABULARY, AND PRESENT STATUS OF RESEARCH AND THEORY IN LINGUISTICS AND ENCOURAGED TO CONTINUE SELF-STUDY IN THIS FIELD. THE AUTHOR FIRST OUTLINES THE SCOPE OF LINGUISTICS, DEFINES SOME OF THE MOST IMPORTANT TERMS USED BY LINGUISTS, AND REVIEWS THE HISTORY OF LINGUISTICS AS A FIELD OF STUDY. IN A CHAPTER ON "LINGUISTICS AND CLASSROOM PRACTICES" HE DISCUSSES THE IMPORTANCE OF LINGUISTICS IN READING INSTRUCTION, LITERATURE, SPELLING, COMPOSITION AND HANDWRITING, AND GRAMMAR AND USAGE. ANOTHER CHAPTER REVIEWS LINGUISTIC RESEARCH CONCERNED WITH THESE TOPICS AND REFERS THE READER TO SPECIFIC PUBLICATIONS FOR FURTHER INFORMATION. A SHORT FINAL CHAPTER INCLUDES CONJECTURES ABOUT FUTURE TRENDS IN ENGLISH LANGUAGE ARTS INSTRUCTION IN THE 1970'S. APPENDED IS A BIBLIOGRAPHY OF 329 SELECTED BOOKS, PERIODIGAL ARTICLES, RESEARCH REPORTS, AND OTHER MATERIALS OF INTEREST TO THE CLASSROOM TEACHER. THIS PUBLICATION MAY BE OBTAINED FOR $2.75 FROM THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, NEA, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (JD)

ED017510 24 TE000326
A COMPARATIVE STUDY OF THE SYNTAX IN SPEECH AND WRITING OF GRADE ONE STUDENTS USING THE INITIAL TEACHING ALPHABET AND STUDENTS USING TRADITIONAL ORTHOGRAPHY. FINAL REPORT.
FOLTA, BERNARR
West Lafayette Community School Corp., Ind.
Report No.: BR-7-IE-145
Publ. Date: FEB68 Note: 92P.
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: Alphabets/ Comparative Analysis/ Conventional Instruction/ Elementary Education/ English Instruction/ Grade 1 / *Initial Teaching Alphabet/ *Language Arts/ Language Research / *Oral Communication/ Orthographic Symbols/ Speech/ *Syntax/ Transformation Theory (Language)/ Writing/ *Writing Skills
THE PURPOSE OF THIS STUDY WAS TO COMPARE SENTENCE-COMBINING TECHNIQUES OF PUPILS USING THE INITIAL TEACHING ALPHABET (I.T.A.) WITH THE TECHNIQUES OF PUPILS USING TRADITIONAL

ORTHOGRAPHY (T.O.). THE INVESTIGATION CONSIDERED--(1) WHETHER I.T.A. PROVIDES A LINGUISTIC ADVANTAGE IN THE WAY PUPILS ADD GRAMMATICALLY TO THEIR SENTENCES, (2) WHETHER THERE IS EVIDENCE TO SUPPORT HOW THE BASIC TEXTS READ BY PUPILS MAY INFLUENCE THEIR CORRECT USE OF GRAMMATICAL STRUCTURES, (3) WHAT THE DIFFERENCES BETWEEN ORAL AND WRITTEN RESPONSES SUGGEST ABOUT PUPILS' ACQUISITION OF SYNTACTIC CONTROL, AND (4) WHETHER BOYS' AND GIRLS' RESPONSES DIFFER SIGNIFICANTLY. ONE HUNDRED AND THIRTY-SIX FIRST-GRADE, WHITE STUDENTS OF ABOVE-AVERAGE INTELLIGENCE, ACHIEVEMENT, AND SOCIOECONOMIC STATUS WERE SUBJECTS IN THE STUDY. APPROXIMATELY 300 WORDS WERE COLLECTED FROM THE WRITING OF EACH PUPIL, AND AN APPROXIMATELY EQUAL NUMBER OF WORDS WAS COLLECTED FROM THE ORAL RESPONSES OF 60 RANDOMLY-SELECTED STUDENTS AMONG THESE SUBJECTS. TRANSFORMATIONAL ANALYSIS OF THE ORAL RESPONSES INDICATED NO SIGNIFICANT VARIATION BETWEEN THE I.T.A. AND T.O. GROUPS IN THE USE OF SENTENCE-COMBINING TRANSFORMATIONS. HOWEVER, ANALYSIS OF THE I.T.A. GROUP'S WRITTEN RESPONSES REVEALED ADVANTAGES IN SENTENCE COMBINING--(1) FEWER SENTENCES CONJOINED AND "AND," (2) SLIGHTLY MORE EMBEDDINGS OF TRANSFORMS WITH DELETIONS, AND (3) SIGNIFICANTLY FEWER FAILURES PER 100 SENTENCE-COMBINING TRANSFORMATIONS. THE GREATER GRAMMATICAL DENSITY OF CLAUSES IN THE TEXTS USED BY THE I.T.A. GROUP PROBABLY AIDED BY PUPILS IN ACQUIRING THE LATTER TWO ADVANTAGES. MODIFIERS, PREDICATES, T-UNITS, CONNECTED BY "AND," GENITIVES AND COORDINATES OF NOUNS WERE USED MOST FREQUENTLY IN BOTH THE SPEECH AND WRITING RESPONSES OF BOTH GROUPS, INDICATING EARLY ACQUISITION AND MASTERY OF THESE FORMS. NO SIGNIFICANT DIFFERENCES IN SENTENCE-COMBINING TECHNIQUES WERE FOUND BETWEEN THE BOYS' AND THE GIRLS' RESPONSES. (RD)

ED017415 RE001142
THE EFFICACY OF THE INITIAL TEACHING ALPHABET AND THE PEABODY LANGUAGE DEVELOPMENT KIT WITH DISADVANTAGED CHILDREN IN THE PRIMARY GRADES--AN INTERIM REPORT AFTER TWO YEARS.
DUNN, LLOYD M.; AND OTHERS
George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.
Report No.: IMRID-P/R-4-7
Publ. Date: 67 Note: 25P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Basic Reading/ *Beginning Reading/ *Disadvantaged Youth/ *Initial Teaching Alphabet/ Intellectual Development/ Language Ability/ *Language Development/ Reading Achievement/ Reading Instruction

AN INTERIM REPORT OF A 3-YEAR STUDY OF THE EFFECTIVENESS OF THE INITIAL TEACHING ALPHABET (ITA) AND THE PEABODY LANGUAGE DEVELOPMENT KITS (PLDK) WITH UNDERPRIVILEGED CHILDREN IN BEGINNING READING AND IN STIMULATING ORAL LANGUAGE AND VERBAL INTELLIGENCE IS PRESENTED. FIVE EXPERIMENTAL GROUPS AND ONE CONTROL GROUP WERE DERIVED FROM 17 CLASSES IN NINE SCHOOLS. THE FIVE EXPERIMENTAL GROUPS HAD VARIOUS COMBINATIONS OF ITA, PLDK, AND CONVENTIONAL READING AND VARIOUS LENGTHS OF PLDK TREATMENT, WHILE THE CONTROL GROUP HAD NOTHING BUT CONVENTIONAL READING. PUPIL PROGRESS WAS MEASURED IN READING ACHIEVEMENT, LANGUAGE DEVELOPMENT, AND INTELLECTUAL GROWTH. RESULTS SHOWED THAT THE ITA GROUPS WERE SIGNIFICANTLY ADVANCED IN READING ACHIEVEMENT OVER THE CONVENTIONAL READING GROUP. CHILDREN WITH ITA AND 2 YEARS PLDK MADE MORE READING PROGRESS THAN ANY OTHER GROUP. CHILDREN WITH 1 OR 2 YEARS PLDK MADE GREATER LANGUAGE GAINS THAN THOSE WITHOUT PLDK, AND 2 YEARS OF PLDK PRODUCED GREATER EFFECT THAN 1 YEAR. GROWTH IN INTELLECTUAL DEVELOPMENT WAS ENHANCED IN TERMS OF MA NOT IQ. THESE FINDINGS SUGGEST THAT WHILE USE OF ITA MADE GREATER EFFECTS THAN CONVENTIONAL READING WITH OR WITHOUT PLDK, THE COMBINED ITA AND 2 YEARS OF PLDK WAS MOST EFFECTIVE WITH UNDERPRIVILEGED CHILDREN. REFERENCES AND TABLES ARE INCLUDED. (NS)

ED017413 RE001140
THE PEABODY-CHICAGO-DETROIT READING PROJECT--A REPORT OF THE SECOND-YEAR RESULTS.
WOODCOCK, RICHARD W.
George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.
Report No.: IMRID-4-15
Publ. Date: AUG67 Note: 16P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ *Educable Mentally Handicapped/ Initial Teaching Alphabet/ Language Experience Approach/ Programed Texts/ Reading Achievement/ Reading Instruction/ *Reading Research

THE PEABODY-CHICAGO-DETROIT READING PROJECT, A 3-YEAR PROJECT, COMPARED SIX APPROACHES FOR BEGINNING READING INSTRUCTION TO YOUNG EDUCABLE MENTAL RETARDATES--(1) THE LANGUAGE-EXPERIENCE APPROACH (LE) USING TRADITIONAL ORTHOGRAPHY (TO), (2) LE USING I/T/A, (3) THE BASAL READER APPROACH (BR) USING TO, (4) BR USING I/T/A, (5) BR USING THE REBUS, AN APPROACH DEVELOPED AT PEABODY, AND (6) A PROGRAMED TEXTBOOK APPROACH USING TO. EACH OF THESE APPROACHES IS DESCRIBED. DURING THE FIRST YEAR OF THE PROJECT, INSTRUCTIONAL PROGRAMS AND MATERIALS WERE ORGANIZED AND TRIED OUT, AND SCHOOL DISTRICTS AND TEACHER-PARTICIPANTS WERE SELECTED. THE TEACHERS, RANDOMLY ASSIGNED TO THE SIX APPROACHES, USED THE ASSIGNED APPROACH IN CLASSES WITH THOSE CHILDREN AT THE READINESS OR BEGINNING READING STAGES. AFTER 2 YEARS OF INSTRUCTION, THE RESULTS OF STANDARDIZED TESTS GIVEN TO 321 PUPILS IN 85 CLASSES SHOWED A MEAN GAIN OF 5 1/2 MONTHS. NO SIGNIFICANT DIFFERENCES AMONG ANY OF THE APPROACHES WERE NOTED, IMPLYING THAT INSTRUCTIONAL APPROACH DID NOT AFFECT SIGNIFICANTLY THE READING ACHIEVEMENT OF YOUNG EDUCABLE MENTAL RETARDATES DURING THE FIRST 2 YEARS OF INSTRUCTION IF THEY WERE NONREADERS AT THE OUTSET. THIS PAPER WAS PRESENTED AT THE FOURTH ANNUAL I.T.A. CONFERENCE (MONTREAL, AUGUST 11, 1967). (NS)

ED017411 RE001138
THE EFFECTIVENESS OF THREE READING APPROACHES AND AN ORAL LANGUAGE STIMULATION PROGRAM WITH DISADVANTAGED CHILDREN IN THE PRIMARY GRADES--AN INTERIM REPORT AFTER ONE YEAR OF THE COOPERATIVE READING PROJECT.
DUNN, LLOYD M. ; AND OTHERS
George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.
Report No.: IMRID-BSM-7
Publ. Date: JUL67 Note: 140P.
EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ *Culturally Disadvantaged/ Initial Teaching Alphabet/ *Language Enrichment/ Language Programs/ Oral Communication/ Phonics/ Reading Achievement/ Reading Programs/ *Reading Research/ *Teaching Methods
THE EFFECTIVENESS OF THREE APPROACHES TO TEACHING BEGINNING READING AND THE INFLUENCE OF AN ORAL LANGUAGE STIMULATION PROGRAM ON THE DEVELOPMENT OF DISADVANTAGED CHILDREN IS REPORTED IN THE FIRST-YEAR REPORT OF A 2-YEAR INTERVENTION STUDY. SUBJECTS WERE 608 FIRST-GRADE PUPILS FROM 12 ELEMENTARY SCHOOLS IN AN INNER-CITY AREA. THE THREE EXPERIMENTAL READING TREATMENTS WERE (1) THE INITIAL TEACHING ALPHABET (ITA) USED PHONETICALLY, (2) THE WORDS IN COLOR (WIC) PROGRAM, AND (3) A SUPPLEMENTED CONVENTIONAL READING PROGRAM (SCRP) USING A BASIC READER PLUS ADDITIONAL PHONICS MATERIAL. IN ADDITION TO THE READING TREATMENTS, SOME OF THE EXPERIMENTAL CLASSES RECEIVED AN ORAL STIMULATION PROGRAM IN THE FIRST YEAR UTILIZING LEVEL 1 OF THE PEABODY LANGUAGE DEVELOPMENT KITS (PLDK). NINE EXPERIMENTAL TREATMENT GROUPS AND ONE CONTROL GROUP WERE ESTABLISHED. PRETESTS AND POST-TESTS WERE ADMINISTERED. ANALYSIS OF VARIANCE, ORTHOGONAL COMPARISONS, AND T TESTS WERE USED TO ANALYZE THE DATA. THE RESULTS SUGGEST THAT THE PLDK PROGRAM ENHANCED PERFORMANCE OF DISADVANTAGED CHILDREN IN INTELLECTUAL GROWTH AND IN ORAL LANGUAGE DEVELOPMENT, BUT NOT IN SCHOOL ACHIEVEMENT. THE COMBINATION OF ITA AND PLDK WAS LESS EFFECTIVE THAN THE OTHER TREATMENTS. THE SCRP EXPERIMENTAL TREATMENT WAS SUPERIOR AT THE .90 LEVEL TO THE WIC AND ITA TREATMENTS, WITH GIRLS SUPERIOR TO BOYS IN ALL CASES. A BIBLIOGRAPHY AND APPENDIXES ARE INCLUDED. (BK)

ED017406 RE001117
AN EVALUATION STUDY OF THE I/T/A READING PROGRAM IN THE LAKEWOOD PUBLIC SCHOOLS.
GENOVESE, SYLVIA ; AND OTHERS
Lakewood Public Schools, Ohio.
Publ. Date: MAY67 Note: 69P.
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: *Beginning Reading/ *Initial Teaching Alphabet/ Language Arts/ *Primary Grades/ *Program Effectiveness/ *Program Evaluation/ Reading Achievement/ Reading Instruction/ Reading Programs/ Reading Skills
AN EVALUATION OF THE I/T/A READING PROGRAM AT THE LAKEWOOD PUBLIC SCHOOLS CALLED FOR AN INVESTIGATION OF THE IMMEDIATE AND

LONG TERM EFFECTS OF I/T/A INSTRUCTION IN READING AND VARIOUS AREAS OF LANGUAGE ARTS. AN EXPERIMENTAL GROUP OF 93 PUPILS WAS DIVIDED INTO TWO GROUPS, DEPENDING ON THE AMOUNT OF I/T/A INSTRUCTION GIVEN. ONE GROUP HAD 1 1/2 YEARS OF I/T/A INSTRUCTION, AND ANOTHER GROUP HAD 1 FULL YEAR. TWO COMPARABLE GROUPS WITH TRADITIONAL READING INSTRUCTION SERVED AS CONTROLS. MULTIPLE OBJECTIVE AND SUBJECTIVE MEASURES WERE GIVEN TO ALL GROUPS AFTER A 2-YEAR PERIOD OF I/T/A INSTRUCTION WITH THE EXPERIMENTAL GROUPS. A SURVEY OF TEACHERS' OPINIONS WAS ALSO CONDUCTED. RESULTS SHOWED THAT (1) WHILE I/T/A PUPILS SHOWED GREATER IMMEDIATE GAINS IN TWO READING SKILLS AREAS, TRADITIONAL PUPILS PERFORMED AT A HIGHER LEVEL AND MADE GREATER LONG TERM PROGRESS IN THE VARIOUS AREAS OF LANGUAGE ARTS, (2) THAT THERE WAS NO EVIDENCE THAT THE I/T/A PUPILS SHOWED MORE FAVORABLE POST-I/T/A ATTITUDES TOWARD READING, SCHOOL, AND SELF, AND (3) THAT THE DISADVANTAGES OF I/T/A CITED IN THE TEACHER-OPINION SURVEY OUTWEIGHED THE ADVANTAGES. MOST TEACHERS BELIEVED THAT A COMBINED TRADITIONAL-I/T/A READING PROGRAM WOULD BE MORE EFFECTIVE. TABULATED RESULTS, A BIBLIOGRAPHY, AND SAMPLES OF EVALUATIVE MEASURES USED ARE INCLUDED. (NS)

ED015865 24 RE001081
CONTINUATION OF THE COORDINATING CENTER FOR FIRST-GRADE READING INSTRUCTION PROGRAMS. FINAL REPORT.
DYKSTRA, ROBERT
Minnesota Univ., Minneapolis.
Report No.: BR-6-1651
Contract No.: OEC-3-7-001651-0472
Publ. Date: SEP67 Note: 232P.
EDRS PRICE MF-$0.76 HC-$12.05 PLUS POSTAGE
Descriptors: Basic Reading/ *Grade 2/ Initial Teaching Alphabet/ Language Experience Approach/ Linguistics/ Methods Research/ Orthographic Symbols/ Phonics/ *Reading Achievement/ Reading Instruction/ *Reading Programs/ *Reading Research/ Reading Skills
THE RESULTS OF THE CONTINUATION OF THE COOPERATIVE RESEARCH PROGRAM IN FIRST GRADE READING INSTRUCTION AT THE END OF SECOND GRADE ARE REPORTED. THE SECOND-GRADE PHASE WAS CONCERNED WITH (1) THE EXTENT TO WHICH READINESS SKILLS ARE RELATED TO READING ACHIEVEMENT AT THE END OF SECOND GRADE, (2) HOW THE VARIOUS METHODS OF INSTRUCTION COMPARE IN EFFECTIVENESS WITH THE BASAL METHOD, AND (3) THE INFLUENCE ON SECOND-GRADE ACHIEVEMENT OF METHOD AND/OR MATERIALS. THE METHODS OF INSTRUCTION COMPARED WERE I/T/A, LINGUISTIC, LANGUAGE EXPERIENCE, PHONIC/LINGUISTIC, AND BASAL. CORRELATION WAS USED TO ANALYZE THE DATA. THE PREREADING ABILITY MOST HIGHLY RELATED TO SECOND-GRADE WORD RECOGNITION WAS KNOWLEDGE OF LETTER NAMES. THE ABILITY TO DISCRIMINATE BETWEEN LIKE AND UNLIKE BEGINNING AND ENDING CONSONANTS WAS HIGHLY RELATED TO SECOND-GRADE ACHIEVEMENT. INTELLIGENCE WAS A RELATIVELY GOOD PREDICTOR OF SECOND-GRADE WORD RECOGNITION ACHIEVEMENT. ADDITIONAL RESULTS, CONCLUSIONS, IMPLICATIONS, APPENDIXES, TABLES, AND A BIBLIOGRAPHY ARE INCLUDED. (BK)

ED015864 24 RE001079
FACTORS AFFECTING LEARNING TO READ. FINAL REPORT.
HAYES, ROBERT B. ; WUEST, RICHARD C.
New Castle Area Schools, Pa.; Pennsylvania State Dept. of Public Instruction, Harrisburg.
Report No.: BR-6-1752
Publ. Date: OCT67 Note: 165P.
EDRS PRICE MF-$0.76 HC-$8.24 PLUS POSTAGE
Descriptors: Basic Reading/ *Grade 2/ *Grade 3/ Initial Teaching Alphabet/ *Longitudinal Studies/ Oral Reading/ Phonics / Reading Achievement/ *Reading Research/ Silent Reading/ *Teaching Methods
FOR THE THIRD YEAR, THE FOLLOWING FOUR DIFFERENT METHODS OF TEACHING READING WERE CONTRASTED--(1) THE INITIAL TEACHING ALPHABET, (2) A PHONIC, FILMSTRIP, WHOLE-CLASS APPROACH, (3) A WHOLE-WORD, ECLECTIC BASAL READER METHOD, AND (4) THE PRECEDING APPROACH SUPPLEMENTED BY A PHONICS PROGRAM. SOME 400 FIRST-GRADE PUPILS WERE RANDOMLY ASSIGNED TO TREATMENTS UPON ENTRANCE INTO FIRST GRADE AND WERE FOLLOWED AS INTACT CLASSES INTO SECOND AND THIRD GRADES WITH THE SAME METHODS, EXCEPT THAT I/T/A PUPILS TRANSITIONED INTO THE MERRILL "TREASURY OF LITERATURE" PROGRAM IN SECOND GRADE. A SMALL REPLICATIVE STUDY WAS DONE IN THE LAST 2 YEARS OF THE PROJECT. CONSIDERABLE INSERVICE EDUCATION WAS PROVIDED ALL TEACHERS. TEACHING WAS OBSERVED FREQUENTLY BY A FULL-TIME FIELD DIRECTOR AND OTHER SUPERVISORY PERSONNEL TO CHECK ON TEACHER COMPETENCE AND ADHERENCE TO METHOD. TEACHERS COMPLETED ACTIVITY LOGS AS AN ADDITIONAL METHOD SAFEGUARD. SIGNIFICANT DIFFERENCES RESULTED FROM ANALYSIS OF VARIANCE AND COVARIANCE WHICH GENERALLY WERE IN FAVOR OF PROGRAMS (1) AND (2). THIS SUGGESTED THAT A COMBINATION OF (1) AND (2) WOULD BE WORTHY OF FUTURE USE AND ADDITIONAL STUDY. PROGRAM (2) PRODUCED THE BEST OVERALL RESULTS, PARTICULARLY FOR THE HIGH IQ THIRD. HOWEVER, THE PUPIL RETENTION RATE WITH THIS PROGRAM SUGGESTED THAT IT MIGHT BE A BETTER PROGRAM WITH ABILITY GROUPING. (AUTHORS)

ED015862# RE001077
METHODOLOGICAL PROBLEMS IN THE BRITISH I.T.A. RESEARCH.
DOWNING, JOHN ; AND OTHERS
International Reading Association, Newark, Delaware.
Publ. Date: 67
DOCUMENT NOT AVAILABLE FROM EDRS.
Descriptors: *Initial Teaching Alphabet/ Orthographic Symbols / *Reading Research/ Review (Reexamination)
A REACTION TO THE CRITIQUE CONCERNING I/T/A PREPARED BY MARSH AND PUBLISHED IN THE "READING RESEARCH QUARTERLY," FALL 1966, IS PRESENTED. IN THE AUTHORS' OPINIONS, MANY OF MARSH'S ASSUMPTIONS WERE FAULTY BECAUSE OF INADEQUATE INFORMATION, AND THE ASSUMPTION THAT THE I/T/A STUDENTS RECEIVED MORE AND BETTER MATERIALS AND INSTRUCTION IS UNFOUNDED BECAUSE OF THE LACK OF I/T/A MATERIAL DURING THE INITIAL PHASE OF THE EXPERIMENT. THE EFFECTS OF THE BRITISH EXPERIMENT SHOULD BE HELD IN ABEYANCE UNTIL THE FINAL REPORT IS COMPLETED. VARIABLES WHICH HAVE BEEN UNCONTROLLED IN EDUCATIONAL RESEARCH IN GENERAL WERE

UNCONTROLLED IN THE I/T/A EXPERIMENT. REFERENCES ARE INCLUDED. THIS ARTICLE APPEARED IN "READING RESEARCH QUARTERLY," VOLUME 3, NUMBER 1, FALL 1967. (BK)

ED015861# RE001075
SOME CAUTIONARY NOTES ON THE RESULTS OF THE LONDON I.T.A. EXPERIMENT.
MARSH, R.W.
International Reading Association, Newark, Delaware.
Publ. Date: 66
DOCUMENT NOT AVAILABLE FROM EDRS.
Descriptors: Initial Teaching Alphabet/ Measurement Techniques/ *Reading Research/ Research Methodology/ *Research Problems/ Research Tools
Identifiers: NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH
A REACTION TO JOHN DOWNING'S REPORT ON THE I/T/A READING EXPERIMENT IS PRESENTED. DOWNING ASSUMED THAT THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS ON IMPORTANT VARIABLES, BASED ON THE RESULTS OF THE KOLMOGOROV-SMIRNOV TEST. IT IS CLAIMED, HOWEVER, THAT THE TEST USED IS APPROPRIATE FOR SMALLER SAMPLES. A MORE RELIABLE METHOD FOR LARGER SAMPLES IS THE TRADITIONAL STANDARD ERROR TECHNIQUE WHICH WOULD INDICATE SIGNIFICANT DIFFERENCES BETWEEN THE TWO GROUPS. THE KOLMOGOROV-SMIRNOV TEST HAS 95 PERCENT OF THE POWER EFFICIENCY OF THE STANDARD ERROR TECHNIQUE, AND THIS LEVEL DECLINES AS THE SAMPLE INCREASES. TO GET THE MAXIMUM POWER EFFICIENCY, THE KOLMOGOROV-SMIRNOV TEST REQUIRES THAT DATA BE GROUPED OVER AS MANY INTERVALS AS POSSIBLE. IT IS POINTED OUT THAT DOWNING FAILED TO DO THIS. THUS, INAPPROPRIATE USE OF THE TEST FAILED TO SHOW ACTUAL DIFFERENCES IN AGE AND INTELLIGENCE BETWEEN THE TWO GROUPS. IF THE APPROPRIATE METHOD WERE USED, THE DATA WOULD NOT SUPPORT CLAIMS REGARDING THE SUPERIORITY AND USEFULNESS OF I/T/A. DATA WOULD INDICATE THAT THE EXPERIMENTAL GROUP IS MORE READY TO LEARN TO READ REGARDLESS OF THE METHOD USED. THIS ARTICLE APPEARED IN "READING RESEARCH QUARTERLY," VOLUME 2, NUMBER 1, FALL 1966. (NS)

ED015846 24 RE001051
COMPARISON OF THREE METHODS OF READING INSTRUCTION (ITA, DMS, TO), RESULTS AT THE END OF THIRD GRADE. FINAL REPORT.
FRY, EDWARD
Rutgers, The State Univ., New Brunswick, N.J.
Report No.: BR-5-0543-1-CRP-3050-1
Contract No.: OEC-6-10-022
Publ. Date: SEP67 Note: 88P.
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: Diacritical Marking/ *Grade 3/ Initial Teaching Alphabet/ *Longitudinal Studies/ *Methods Research/ Oral Reading/ Orthographic Symbols/ *Reading Achievement/ *Reading Research/ Silent Reading/ Teaching Methods/ Writing
Identifiers: RUTGERS UNIVERSITY
THREE METHODS OF TEACHING READING, THE INITIAL TEACHING ALPHABET (ITA), THE DIACRITICAL MARKING SYSTEM (DMS), AND THE TRADITIONAL ORTHOGRAPHY (TO) METHOD WERE COMPARED IN 21 FIRST GRADES FOR THE THIRD YEAR. A FOLLOWUP STUDY WAS MADE OF THE NEW DMS GROUP FOR A SECOND YEAR. TWO HUNDRED NINETY-NINE STUDENTS OF AN ORIGINAL SAMPLE OF 393 STUDENTS WERE COMPARED. IN DECEMBER, THE GATES-MCGINITIE READING TEST WAS ADMINISTERED, AND IN MAY THE STANFORD ACHIEVEMENT TEST WAS GIVEN. A SUBSAMPLE OF STUDENTS TOOK THE GILMORE ORAL READING TEST. MEAN SCORES, STANDARD DEVIATIONS, ANALYSIS OF VARIANCE, AND CORRELATION WERE USED TO ANALYZE THE DATA. THERE WERE NO SIGNIFICANT DIFFERENCES AMONG THE GROUPS ON ANY TEST SCORE EXCEPT THE VOCABULARY SUBTEST OF THE GATES-MCGINITIE TEST. ON THIS SUBTEST, THE DIFFERENCE BETWEEN ITA AND DMS WAS SIGNIFICANT AT THE .05 LEVEL. BRIGHT STUDENTS DID SIGNIFICANTLY BETTER REGARDLESS OF METHOD. GIRLS DID SIGNIFICANTLY BETTER THAN BOYS REGARDLESS OF METHOD. IT WAS CONCLUDED THAT SPECIAL ALPHABETS LIKE THE ITA AND DMS DID NOT GIVE SUPERIOR READING ACHIEVEMENT TO BEGINNING READERS WHEN COMPARED TO TRADITIONAL BASAL READERS. TABLES AND REFERENCES ARE INCLUDED. (BK)

ED015081 RE000216
A TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF FIRST GRADE CHILDREN TO LEARN TO READ USING THE EARLY-TO-READ I/T/A PROGRAM.
MCCRACKEN, ROBERT A.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Report No.: RR-07-07-1967
Publ. Date: JUN67 Note: 75P.
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ *Grade 1/ *Grade 2/ *Initial Teaching Alphabet/ *Reading Instruction/ Reading Tests
Identifiers: BELLINGHAM/ MUKILTEO/ MUKILTEO SCHOOL DISTRICT 36/ OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION/ OLYMPIA / WASHINGTON/ WESTERN WASHINGTON STATE COLLEGE
A 2-YEAR STUDY OF THE ABILITY OF FIRST GRADERS TO LEARN TO READ USING THE "EARLY-TO-READ I/T/A/" SERIES WAS CONDUCTED. SIXTY-ONE FIRST GRADERS IN ROSE HILL ELEMENTARY SCHOOL,

MUKILTEO, WASHINGTON, WERE RANDOMLY ASSIGNED TO AN EXPERIMENTAL GROUP USING THE I/T/A SERIES AND TO A CONTROL GROUP USING THE "GINN BASIC READERS." THREE RANDOMLY CHOSEN FIRST-GRADE CLASSES SERVED AS THE SUBCONTROL GROUP. ACCORDING TO READINESS TESTS, AN INTELLIGENCE SCALE, AND AN ALPHABET KNOWLEDGE TEST, THE EXPERIMENTAL AND CONTROL GROUPS WERE NOT SIGNIFICANTLY DIFFERENT. ABOUT 160 BEGINNING READING TRADE BOOKS WERE TRANSLITERATED FOR THE EXPERIMENTAL GROUP. TRADITIONAL EDITIONS WERE MADE AVAILABLE TO THE CONTROL GROUP. OTHER TESTS GIVEN WERE THE GRAY ORAL READING TESTS, THE STANDARD READING INVENTORIES, AND THE STANFORD ACHIEVEMENT TESTS. RESULTS INDICATED THAT THERE WERE NO SIGNIFICANT DIFFERENCES IN FIRST-GRADE ACHIEVEMENT, IN SECOND-GRADE ACHIEVEMENT, OR IN OVERALL READING ACHIEVEMENT BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS. BOTH GROUPS WERE SUPERIOR TO THE SUBCONTROL GROUP. THE EXPERIMENTAL GROUP READ SIGNIFICANTLY BETTER THAN THE OTHER TWO GROUPS WHEN READING I/T/A MATERIALS AND CONSISTENTLY SCORED HIGHEST. THE SUBCONTROL GROUP CONSISTENTLY SCORED LOWEST. (NS)

ED015038# RC000870
THE IMPACT OF NEW IDEAS IN EDUCATION, VOLUME II.
UNRUH, GLENYS G. ; WEISS, RICHARD M.
University City School District, Mo.
Publ. Date: SEP65
DOCUMENT NOT AVAILABLE FROM EDRS.
Descriptors: *Administration/ Consultants/ *Curriculum Development/ Elementary Schools/ Initial Teaching Alphabet/ Instructional Materials/ *Instructional Programs/ Learning/ Libraries/ *Organizational Change/ *Personnel/ Problems/ Secondary Schools/ Teachers
Identifiers: ILLINOIS STUDY IN INQ. TRAINING/ PIAGET TYPE PROJECTS
THIS DOCUMENT EXPLAINS FORTY PROJECTS OF THE CURRICULUM PROGRAMS, ORGANIZATIONAL PROGRAMS, PERSONNEL PROGRAMS, AND ADMINISTRATIVE PROGRAMS IN THE SCHOOL DISTRICT AT UNIVERSITY CITY, MISSOURI, DURING THE SCHOOL YEAR 1965-1966. LISTS OF THE CONSULTANTS, CONFERENCES ATTENDED, ADMINISTRATORS, AND RESOURCE PERSONNEL ARE PRESENTED. (JH)

ED014650 08 AC001598
MISSOURI ADULT VOCATIONAL-LITERACY MATERIALS DEVELOPMENT PROJECT. FINAL REPORT.
HEDING, HOWARD W. ; AND OTHERS
Missouri Univ., Columbia. Coll. of Education.
Report No.: BR-5-0094 -PROJ-034-65
Contract No.: OEC-5-85-027
Publ. Date: AUG67 Note: 327P.
EDRS PRICE MF-$0.76 HC-$17.13 PLUS POSTAGE
Descriptors: *Adult Basic Education/ Adult Characteristics/ Adult Educators/ Educational Research/ Functional Illiteracy/ Grade 6/ Illiterate Adults/ *Initial Teaching Alphabet/ Interviews/ *Literacy Education/ *Material Development/ National Surveys/ *Reading Materials/ Teaching Guides/ Teaching Methods/ Testing/ Textbook Evaluation/ Vocational Interests
IN THE MISSOURI ADULT VOCATIONAL-LITERACY MATERIALS DEVELOPMENT PROJECT MATERIALS WERE DEVISED FOR TEACHING ADULTS TO READ, WRITE, AND SPELL AT THE FUNCTIONAL (SIXTH GRADE) LEVEL. IN THE RESEARCH PHASE, THE NEEDS, CHARACTERISTICS, LITERACY LEVEL, OCCUPATIONS, AND INTERESTS OF THE ILLITERATE ADULT WERE STUDIED, AND TEACHING MATERIALS AND METHODS WERE EXAMINED. STUDENTS AND TEACHERS WERE INTERVIEWED AND THERE WAS A NATIONAL SURVEY OF LITERACY PROGRAM DIRECTORS. IN THE MATERIALS DEVELOPMENT PHASE THREE LEVELS OF BASIC AND INTERMEDIATE EDUCATIONAL MATERIALS, WITH TEACHERS' GUIDES, AND SUPPLEMENTARY OCCUPATIONAL BOOKLETS WERE CREATED. A VOCATIONAL THEME CHARACTERIZED THE SERIES. THE INITIAL TEACHING ALPHABET (I.T.A.) WAS USED, WITH TRADITIONAL ORTHOGRAPHY PRINTED ON THE FACING PAGE. DURING THE EVALUATION PHASE, SAMPLE CLASSES OF ILLITERATE ADULTS USED THE MATERIALS IN 100-HOUR INSTRUCTIONAL PROGRAMS. THESE TRIALS INDICATED THAT THE MATERIALS WERE EFFECTIVE IN TEACHING ADULTS WORD AND PARAGRAPH MEANING, WORD-STUDY SKILLS, AND SPELLING. THE MATERIALS SHOULD BE USED BY TEACHERS TRAINED IN THE USE OF I.T.A. AND IN TEACHING READING TO ADULTS. (DOCUMENT INCLUDES A REVIEW OF PUBLISHED ADULT LITERACY EDUCATION MATERIALS AND SUMMARIES OF INTERVIEWS WITH TEACHERS AND STUDENTS, OF STUDENT TESTS, AND OF THE NATIONAL SURVEY. THERE ARE 24 TABLES.) (AJ)

ED014416# RE000442
APPROACHING I.T.A. RESULTS WITH CAUTION.
SOUTHGATE, VERA
International Reading Association, Newark, Delaware.
Publ. Date: 66
DOCUMENT NOT AVAILABLE FROM EDRS.
Descriptors: *Beginning Reading/ Experimental Programs/ *Initial Teaching Alphabet/ Orthographic Symbols/ *Research Design/ *Research Problems
Identifiers: SCHOOL OF EDUCATION/ UNIVERSITY OF MANCHESTER
REPORTS ON THE EFFECTIVENESS OF THE INITIAL TEACHING ALPHABET (I.T.A.) FOR INSTRUCTION IN BEGINNING READING SHOULD BE CONSIDERED WITH CAUTION. SINCE NO DETAILED DESCRIPTION OF THE EXPERIMENTAL DESIGNS USED IS AVAILABLE, EDUCATORS FAIL TO ASSESS RESULTS OBJECTIVELY AND ARE MISLED BY DRAMATIC GAINS

WHICH REFER TO SPECIAL CONDITIONS. HAWTHORNE EFFECTS OR THE EFFECTS OF AN AWARENESS OF BEING OBSERVED ARE LIKELY TO BE PRESENT IN BOTH EXPERIMENTAL AND CONTROL GROUPS. IT IS SUGGESTED THAT UNLESS I.T.A. EXPERIMENTAL DESIGNS HAVE MORE THAN ONE EXPERIMENTAL GROUP AND HAVE A CONTROL GROUP THAT CONTINUES WITH ITS NORMAL ACTIVITIES AND IS UNAWARE OF BEING A PART OF THE TOTAL EXPERIMENT, RESULTS WILL MERELY INDICATE THAT READING GAINS INCREASE WHEN A READING DRIVE IS IN EFFECT. THIS ARTICLE APPEARED IN THE "READING RESEARCH QUARTERLY," VOLUME 1, NUMBER 3, SPRING 1966. (NS)

ED014399 RE000408
RECENT DEVELOPMENTS IN I.T.A.
DOWNING, JOHN
Publ. Date: AUG67 Note: 17P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Initial Teaching Alphabet/ *Reading Research
A SURVEY OF 34 KEY PUBLICATIONS ON THE INITIAL TEACHING ALPHABET WHICH HAVE APPEARED SINCE JANUARY 1967 IS PRESENTED. THE PUBLICATIONS ARE CONSIDERED UNDER THE HEADINGS RESEARCH CONCLUSIONS, THE SECOND BRITISH I.T.A. EXPERIMENT, COMPOSITION IN I.T.A., FUTURE RESEARCH REPORTS, AND THE APPLICATION OF I.T.A. COMPLETE BIBLIOGRAPHIC DATA ARE PROVIDED. THIS PAPER WAS PRESENTED AT THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONFERENCE (VANCOUVER, B. C., AUGUST 1967). (RH)

ED013735 RE000367
THE EFFECTIVENESS OF TEACHING BEGINNING READING WITH THE INITIAL TEACHING ALPHABET (I/T/A), A FINAL REPORT.
SHOHEN, SAMUEL S.
Freeport Public Schools, N.Y.
Publ. Date: JAN67 Note: 21P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Beginning Reading/ Grade 1/ Grade 2/ *Initial Teaching Alphabet/ *Orthographic Symbols/ *Reading Research
Identifiers: FREEPORT PUBLIC SCHOOLS/ NEW YORK
AN EXPERIMENTAL GROUP OF 461 CHILDREN WAS TAUGHT TO READ WITH THE INITIAL TEACHING ALPHABET (I/T/A) BEGINNING IN KINDERGARTEN AND WAS READING TRADITIONAL ORTHOGRAPHY (T/O) MATERIALS BY THE END OF THE SECOND GRADE. THE CONTROL GROUP INCLUDED 462 CHILDREN WHO WERE TAUGHT TRADITIONAL ORTHOGRAPHY IN A PROGRAM CENTERED AROUND CONVENTIONAL BASAL READING SERIES. AT THE END OF THE SECOND GRADE, BOTH GROUPS WERE ADMINISTERED THE PARAGRAPH MEANING, WORD MEANING, AND SPELLING SECTIONS OF THE STANFORD ACHIEVEMENT TEST, PRIMARY, FORM K. A STATISTICAL COMPARISON OF SCORES ON EACH TEST SECTION WAS MADE. THIS WAS THE SECOND STEP IN A LONGITUDINAL INVESTIGATION OF THE EFFECTS OF I/T/A. THE FIRST COMPARISON WAS MADE AT THE END OF GRADE ONE. AFTER FIRST GRADE, THE I/T/A GROUP DID SIGNIFICANTLY BETTER ONLY IN SPELLING WHEN EITHER I/T/A OR T/O ANSWERS WERE ACCEPTABLE. AT THE END OF GRADE TWO, THERE WERE NO SIGNIFICANT DIFFERENCES IN THE THREE AREAS. THE I/T/A METHOD APPEARED TO BE BEST SUITED FOR ABOVE AVERAGE CHILDREN. ALTHOUGH STAFF OPINION WAS NOT UNANIMOUS, IT WAS RECOMMENDED THAT THE PROGRAM BE DISCONTINUED. TWELVE REASONS FOR THIS RECOMMENDATION ARE GIVEN. STATISTICS ARE SUMMARIZED IN FOUR TABLES. (RH)

ED013176 24 RE000251
COMPARISONS OF THREE METHODS OF READING INSTRUCTION.
FRY, EDWARD
Rutgers, The State Univ., New Brunswick, N.J.
Report No.: BR-5-0543-CRP-3050
Contract No.: OEC-6-10-022
Publ. Date: DEC66 Note: 109P.
EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
Descriptors: *Basic Reading/ Diacritical Marking/ *Grade 1/ *Grade 2/ *Initial Teaching Alphabet/ Oral Reading/ Orthographic Symbols/ Reading Achievement/ Reading Instruction/ Reading Materials/ *Reading Research/ Silent Reading
Identifiers: RUTGERS THE STATE UNIVERSITY
THE RESULTS OF THE CONTINUATION OF USOE PROJECT 2745 WHICH EVALUATED THE READING ACHIEVEMENT OF STUDENTS TAUGHT BY THE INITIAL TEACHING ALPHABET (ITA), THE DIACRITICAL MARKING SYSTEM (DMS), AND A TYPICAL BASAL READING SERIES (TO) ARE REPORTED. A NEW SET OF DMS MATERIALS WAS DEVELOPED AND USED IN SEVEN FIRST GRADES. THE READING ACHIEVEMENT OF THESE PUPILS WAS COMPARED WITH THAT OF PUPILS DURING THE PREVIOUS YEAR. TWENTY-ONE CLASSES OF SECOND GRADERS PARTICIPATED IN THE 140-DAY EXPERIMENT. READINESS TESTS, INTELLIGENCE TESTS, AND ORAL AND SILENT READING ACHIEVEMENT TESTS WERE ADMINISTERED. ANALYSIS OF

COVARIANCE, ANALYSIS OF VARIANCE, CORRELATION, AND CHI SQUARE WERE USED TO ANALYZE THE DATA. NO METHOD WAS SUPERIOR FOR BRIGHT OR DULL STUDENTS OR FOR BOYS OR GIRLS. THE COMPETENCE OF THE TEACHER WAS IMPORTANT, ESPECIALLY IN THE FIRST GRADE. INTELLIGENCE TEST SCORES WERE BETTER PREDICTORS OF READING SUCCESS THAN WERE READINESS TEST SCORES. THERE WAS NO CORRELATION BETWEEN READING ACHIEVEMENT AND CLASS SIZE. ADDITIONAL RESULTS, CONCLUSIONS, TABLES, AN APPENDIX, AND REFERENCES ARE INCLUDED. (BK)

ED013173 RE000213
THE INITIAL TEACHING ALPHABET IN READING INSTRUCTION. EVALUATION-DEMONSTRATION PROJECT ON THE USE OF I.T.A. COMPREHENSIVE FINAL REPORT.
MAZURKIEWICZ, ALBERT J.
Bethlehem Area Schools, Pa.; Fund for the Advancement of Education, New York, N.Y.; Lehigh Univ., Bethlehem, Pa.
Publ. Date: FEB67 Note: 83P.
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Descriptors: Basic Reading/ *Initial Teaching Alphabet/ Inservice Teacher Education/ *Methods Research/ Orthographic Symbols/ *Primary Grades/ Reading Achievement/ Reading Instruction/ Reading Materials/ *Reading Research/ Reading Skills/ Spelling/ Writing Skills
Identifiers: BETHLEHEM/ PENNSYLVANIA
A 3-YEAR STUDY OF THE EFFECTS OF BEGINNING READING INSTRUCTION WITH THE INITIAL TEACHING ALPHABET (ITA) AND WITH TRADITIONAL ORTHOGRAPHY (TO) ON PUPILS' READING ACHIEVEMENT IN BETHLEHEM, PENNSYLVANIA, IS REPORTED. THE SCORES OF KINDERGARTEN PUPILS ON THE LEE-CLARK READING READINESS TEST WERE USED TO INSURE THE HETEROGENEITY OF THE TREATMENT GROUPS. IN SEPTEMBER 1963 THE ITA GROUP INCLUDED 455 SUBJECTS IN 15 FIRST-GRADE CLASSROOMS. BY SEPTEMBER 1965 OVER 1400 FIRST GRADERS USED ITA FOR INITIAL READING AND WRITING INSTRUCTION. SUBSAMPLES OF THE ITA GROUP WERE MATCHED WITH THE TO CONTROL GROUP. THE FOLLOWING TESTS WERE ADMINISTERED DURING THE 3-YEAR PERIOD--THE CALIFORNIA TEST OF MENTAL MATURITY, THE CALIFORNIA TEST OF PERSONALITY, THE BOTEL WORD RECOGNITION INVENTORY, THE STANFORD ACHIEVEMENT TEST, THE PINTNER-CUNNINGHAM PRIMARY TEST, AND THE DURRELL-MURPHY DIAGNOSTIC READING READINESS TEST. MEAN SCORES, STANDARD DEVIATIONS, AND T TESTS WERE USED TO ANALYZE THE DATA. THE ITA METHOD WAS ADVANTAGEOUS TO STUDENTS WHO HAD LANGUAGE AND EXPERIENTIAL DIFFICULTIES. THE DIFFERENCE IN VOCABULARY SKILL BETWEEN GROUPS AT THE END OF SECOND GRADE FAVORED THE ITA GROUP. THE ITA GROUP ACHIEVED SUPERIOR READING SKILL AT AN EARLIER TIME, READ MORE WIDELY, AND WROTE MORE PROLIFICALLY WITH GREATER PROFICIENCY. ADDITIONAL RESULTS, CONCLUSIONS, RECOMMENDATIONS, IMPLICATIONS AND AN ADDENDUM OF OBSERVATIONS AND SUBJECTIVE REACTIONS AT THE END OF THE FIRST YEAR ARE INCLUDED. (BK)

ED012229 RE000180

A TWO-YEAR LONGITUDINAL STUDY TO DETERMINE THE ABILITY OF FIRST GRADE CHILDREN TO LEARN TO READ USING THE EARLY-TO-READ I/T/A. A RESEARCH SUMMARY.

MCCRACKEN, ROBERT A.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Report No.: WOSSPI-RR-07-07

Publ. Date: JUN67 Note: 25P.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: Control Groups/ *Grade 1/ *Initial Teaching Alphabet/ Longitudinal Studies/ Reading Achievement/ Reading Instruction/ *Reading Programs/ *Reading Research/ Reading Skills/ Supplementary Reading Materials

Identifiers: OLYMPIA/ TRADITIONAL ORTHOGRAPHY/ TRADITIONAL ORTHOGRAPHY (TO)

A 2-YEAR LONGITUDINAL STUDY WAS CONDUCTED TO EVALUATE THE "EARLY-TO-READ I/T/A PROGRAM." THIRTY-FOUR PUPILS RAMDOMLY ASSIGNED TO ONE FIRST GRADE WERE TAUGHT USING THE "EARLY-TO-READ I/T/A SERIES," AND 26 PUPILS RANDOMLY ASSIGNED TO ANOTHER FIRST GRADE WERE TAUGHT USING THE "GINN BASIC READERS" AND TRADITIONAL ORTHOGRAPHY (TO). A SUBCONTROL GROUP OF 86 PUPILS WAS SELECTED RANDOMLY FROM THE REMAINING FIRST GRADES AND RECEIVED ONLY INITIAL READINESS TESTING AND FINAL READING ACHIEVEMENT TESTING AT THE END OF GRADES 1 AND 2. TESTS ADMINISTERED WERE THE PREREADING TEST ACCOMPANYING THE SHELDON READING SERIES, A LETTER KNOWLEDGE TEST OF THE ALPHABET, THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC), THE GRAY ORAL READING TEST, THE STANDARD READING INVENTORY, AND THE STANFORD ACHIEVEMENT TESTS. THERE WERE NO DIFFERENCES AMONG THE GROUPS IN READINESS TO READ. THERE WAS NO SIGNIFICANT DIFFERENCE IN OVERALL READING ACHIEVEMENT BETWEEN THE EXPERIMENTAL AND MAIN CONTROL GROUP AT THE END OF FIRST OR SECOND GRADE WHEN THE READING WAS DONE IN TO. THERE WERE FAIRLY SIGNIFICANT DIFFERENCES BETWEEN BOTH THE EXPERIMENTAL AND SUBCONTROL GROUPS, AND BETWEEN THE CONTROL AND SUBCONTROL GROUPS ON MOST MEASURES OF READING ACHIEVEMENT AT THE END OF FIRST AND SECOND GRADES. THE EXPERIMENTAL GROUP CONSISTENTLY ACHIEVED THE HIGHEST SCORES, AND THE SUBCONTROL GROUP CONSISTENTLY ACHIEVED LOWEST SCORES. THESE AND OTHER RESULTS SEEMED TO INDICATE THAT GOOD TEACHING UNDER TRADITIONAL ORTHOGRAPHY WAS PREFERABLE TO CHANGING THE ALPHABET. (BK)

ED012228 RE000178

THE TEACHING OF READING, A REPORT OF A STUDY CONDUCTED BY THE CURRICULUM COMMITTEE OF THE MINNEAPOLIS CITIZENS COMMITTEE ON PUBLIC EDUCATION, JUNE, 1966.

WITTCOFF, HAROLD ; AND OTHERS

Minneapolis Citizens Committee on Public Education, Minn.

Publ. Date: JUN66 Note: 181P.

EDRS PRICE MF-$0.76 HC-$9.51 PLUS POSTAGE

Descriptors: *Beginning Reading/ Cultural Disadvantagement/ *Elementary Grades/ Individual Instruction/ Initial Teaching Alphabet/ Language Enrichment/ Mentally Handicapped/ Parent Influence/ Parent Responsibility/ Phonics/ Programed Instruction/ *Reading Instruction/ Reading Readiness/ Remedial Instruction

Identifiers: MINNEAPOLIS

THIS COMPILATION OF REPORTS, DISCUSSIONS, AND REVIEWS OF SPECIFIC METHODS OF TEACHING READING IN THE ELEMENTARY GRADES INCLUDES A DESCRIPTION OF THE READING PROGRAM IN MINNEAPOLIS. THE METHODS INCLUDED IN THE REPORT ARE THE PHONIC-FIRST METHOD, THE USE OF BASAL READERS, THE LINGUISTIC APPROACH, THE INITIAL TEACHING ALPHABET, THE LANGUAGE-EXPERIENCE APPROACH, THE PROGRAMED READING APPROACH, AND INDIVIDUALIZED READING. OTHER TOPICS COVERED INCLUDE READING READINESS, PARENT READINESS, AND TEACHING THE CULTURALLY DISADVANTAGED, THE MENTALLY RETARDED, THE BRAIN-INJURED, AND THE GIFTED CHILD. (RH)

ED012192 RC000447

UNDERSTANDING AND TEACHING THE CULTURALLY DEPRIVED CHILD, AN OVERVIEW GUIDE FOR LEBANON CLASSROOM TEACHERS.

HENDERSON, GEORGE M. ; AND OTHERS

Publ. Date: 03MAR66 Note: 35P.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors: Anti Social Behavior/ *Cultural Disadvantagement/ Democratic Values/ Disadvantaged Youth/ *Educational Disadvantagement/ *Guides/ *Initial Teaching Alphabet/ Self Concept/ Student Personnel Services/ *Teachers/ Teaching Techniques/ Ungraded Primary Programs

Identifiers: LEBANON/ OREGON

THIS GUIDE PROVIDES CLASSROOM TEACHERS WITH AN OVERVIEW OF THE CHARACTERISTICS OF CULTURAL AND EDUCATIONAL DEPRIVATION, AND INDICATES HOW THESE CHARACTERISTICS INFLUENCE THE DEPRIVED CHILD'S REACTION TO THE ENTIRE SCHOOL SETTING. SUGGESTIONS ARE GIVEN FOR HELPING THE TEACHER ADJUST TO THE CHILD AND FOR HELPING THE CHILD ADJUST TO THE SCHOOL. A BIBLIOGRAPHY CONCLUDES THE GUIDE. (BR)

ED011832 RE000147
THE NATURE AND FUNCTIONS OF I.T.A. IN BEGINNING READING.
TANYZER, HAROLD J.
Publ. Date: MAY67 Note: 19P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: *Beginning Reading/ *Initial Teaching Alphabet/ *Instructional Materials/ Orthographic Symbols/ Reading Instruction/ *Reading Programs/ Reading Skills/ Spelling

THE NATURE, FUNCTIONS, AND TRANSITIONAL STAGE OF THE INITIAL TEACHING ALPHABET (I.T.A.) IN BEGINNING READING IN THE UNITED STATES ARE DISCUSSED. THE MEDIUM, I.T.A., WAS ORIGINALLY CONCEIVED AS A TRANSITIONAL ALPHABET, OF WHICH SPELLING IS AN INTEGRAL PART. THE MEDIUM IS DESIGNED TO RATIONALIZE THE DECODING PROCESS AND AT THE SAME TIME PROVIDE A FOUNDATION FOR EASY TRANSITION TO TRADITIONAL ORTHOGRAPHY (T.O.). METHODS FOR USING I.T.A. IN TEACHING READING ARE THE SAME AS THOSE USED WITH T.O. IN DEVELOPING MATERIALS, OPTIONS ARE TO TRANSLATE EXISTENT T.O., TO PRODUCE NEW MATERIALS, OR TO DEVELOP MATERIALS ATTEMPTING TO UTILIZE THE ADVANTAGES OF THE NEW MEDIUM. THE NEW MATERIALS DEVISED BY TANYZER AND MAZURKIEWICZ CONTAIN DISCRETE FEATURES WHICH DIFFERENTIATE THEM FROM TYPICAL BASAL READERS. INITIAL READING AND WRITING ACTIVITIES, DEVELOPING AND EXTENDING SKILLS, AND TRANSITION IN READING, WRITING, AND SPELLING ARE DISCUSSED. REFERENCES ARE INCLUDED. (BK)

ED011317 24
BIBLIOGRAPHY ON READING. SUPPLEMENT I.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Report No.: BR-5-0215-17
Contract No.: OEC-5-10-239
Publ. Date: JUL66 Note: 14P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Basic Reading/ *Beginning Reading/ *Bibliographies/ Initial Teaching Alphabet/ Linguistics/ *Literacy/ Predictive Measurement/ Programed Instruction/ *Reading Ability/ Reading Achievement/ Reading Difficulty/ *Reading Instruction/ Reading Readiness
Identifiers: CAMBRIDGE

THIS SUPPLEMENTARY BIBLIOGRAPHY CONTAINS MATERIALS ON VARIOUS ASPECTS OF READING ABILITY AND READING INSTRUCTION. UNANNOTATED REFERENCES ARE PROVIDED TO 110 DOCUMENTS DATING MAINLY FROM 1960 TO 1966. RESEARCH REPORTS, JOURNAL ARTICLES, CONFERENCE PAPERS, AND UNPUBLISHED MANUSCRIPTS ARE LISTED. SUBJECT AREAS INCLUDED ARE (1) BASAL READING, (2) THE INITIAL TEACHING ALPHABET, (3) LINGUISTICS AND READING, (4) PROGRAMED READING, (5) READING READINESS AND ACHIEVEMENT, (6) CAUSES AND CORRECTIONS FOR READING DIFFICULTIES, (7) PREDICTION OF READING ABILITY, (8) BEGINNING READING, AND (9) LITERACY TRAINING. (JH)

ED011231 RE000059
FOLLOW-UP IN THE SECOND GRADE OF AN EXPERIMENT COMPARING THE INITIAL TEACHING ALPHABET AND THE TRADITIONAL ALPHABET IN FIRST-GRADE READING.
CHASNOFF, ROBERT E.
Newark State Coll., Union, N.J.
Publ. Date: 18FEB67 Note: 15P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Grade 1/ Grade 2/ *Initial Teaching Alphabet/ *Methods Research/ Orthographic Symbols/ Reading Achievement/ *Reading Instruction/ *Reading Research/ Spelling/ *Writing Skills
Identifiers: NEW YORK CITY/ UNION

DATA SECURED FROM SECOND GRADERS INVOLVED IN A COMPARISON OF THE USE OF THE INITIAL TEACHING ALPHABET (ITA) AND OF TRADITIONAL ORTHOGRAPHY WHILE IN THE FIRST GRADE ARE REPORTED. IN THE SECOND GRADE, 132 EXPERIMENTAL PUPILS TAUGHT BY ITA AND 123 CONTROL PUPILS TAUGHT WITH TRADITIONAL ORTHOGRAPHY WERE AVAILABLE FOR STUDY. A COMPARISON WAS MADE BY THE T-TEST OF THE MEDIANS OF VARIOUS TEST SCORES ACHIEVED BY THE EXPERIMENTAL AND CONTROL POPULATIONS. THE CRITERIA USED WERE THE CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY, LEVEL O, GIVEN AT THE BEGINNING OF THE FIRST GRADE, THE STANFORD ACHIEVEMENT TEST PRIMARY BATTERY II, FORM W, GIVEN NEAR THE 140TH DAY IN THE SECOND GRADE, AND RATINGS ON A WRITING SAMPLE SECURED NEAR THE 160TH DAY OF THE SECOND GRADE. DIFFERENCES IN LANGUAGE ABILITY SCORES WERE NOT SIGNIFICANT EXCEPT FOR THE WORK STUDY SKILLS SECTION WHICH FAVORED THE EXPERIMENTAL GROUP. A WRITING SAMPLE RATED AT THE END OF THE FIRST GRADE FAVORED THE EXPERIMENTAL GROUPS, ALTHOUGH THE SECOND-GRADE SAMPLE DID NOT. A TABLE COMPARING THE MISSPELLINGS OF THE TWO GROUPS AND A LIST OF REFERENCES ARE INCLUDED. THIS PAPER WAS READ AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING (NEW YORK CITY, FEBRUARY 18, 1967) AND IS A FOLLOWUP TO ED 003 469. (RH)

ED010988 RE000025
I. T. A. - WHAT NEXT.
DOWNING, JOHN
Publ. Date: 02DEC66 Note: 29P.
EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors: *Elementary Education/ Experimental Teaching/ *Initial Teaching Alphabet/ Language Enrichment/ *Orthographic Symbols/ Reading Instruction/ *Reading Research/ Spelling/ Word Recognition/ *Written Language
Identifiers: GREAT BRITAIN
THE NECESSITY OF KEEPING AN EXPERIMENTAL, OPEN-MINDED OUTLOOK TOWARD FURTHER IMPROVEMENT IN THE INITIAL TEACHING ALPHABET (ITA) IS STRESSED. A LIMITED AMOUNT OF RESEARCH HAS LED TO THE CONCLUSION THAT THE TRADITIONAL ORTHOGRAPHY OF ENGLISH IS AN IMPORTANT CAUSE OF DIFFICULTY IN TEACHING AS WELL AS IN LEARNING READING AND WRITING IN ENGLISH-SPEAKING COUNTRIES. APPARENTLY, THE ORIGINAL ITA IDEA HAS BEEN MISCONSTRUED IN A LARGE NUMBER OF AMERICAN SCHOOLS. THE MISCONCEPTIONS IN A PUBLICATION BY V. OHANIAN (1966) "CONTROL POPULATIONS IN ITA EXPERIMENTS" ARE DISCUSSED. THESE AMERICAN ALTERATIONS ARE CONTRASTED WITH THE TYPICAL BRITISH METHOD OF TEACHING ITA EXPERIMENTAL CLASSES. FUTURE USE OF ITA DEPENDS ON RESEARCH TO IMPROVE THE WRITING SYSTEM ITSELF IN ORDER TO PROVIDE GREATER EFFECTIVENESS IN THE TRANSFER TO READING AND WRITING IN THE CONVENTIONAL ORTHOGRAPHY OF ENGLISH. INFLUENCES WHICH MIGHT HINDER THE IMPROVEMENT OF THE ITA CONCEPT ARE DISCUSSED AND REFERENCES ARE GIVEN. THIS PAPER WAS PRESENTED TO THE NATIONAL READING CONFERENCE (ST. PETERSBURG, DECEMBER 2, 1966). (RH)

ED010615 24
FACTORS AFFECTING LEARNING TO READ.
HAYES, ROBERT B. ; WUEST, RICHARD C.
New Castle Area Schools, Pa.; Pennsylvania State Dept. of Public Instruction, Harrisburg.
Report No.: BR-5-0572 -CRP-3124
Contract No.: OEC-6-10-122
Publ. Date: DEC66 Note: 162P.
EDRS PRICE MF-$0.76 HC-$8.24 PLUS POSTAGE
Descriptors: Academic Ability/ *Basic Reading/ Comparative Analysis/ Filmstrips/ Grade 2/ Initial Teaching Alphabet/ Intelligence Quotient/ *Learning Processes/ *Linguistic Patterns/ Literature/ Longitudinal Studies/ Phonics/ *Reading Achievement/ Reading Instruction/ *Reading Programs/ Textbooks
Identifiers: EARLY TO READ/ HARRISBURG/ NEW CASTLE/ PHONICS AND WORD POWER/ SCOTT FORESMAN BASAL READER/ STANFORD ACHIEVEMENT TESTS
FOUR DIFFERENT READING PROGRAMS WERE EVALUATED USING 302 SECOND-GRADE PUPILS WHO HAD PARTICIPATED IN THE SAME PROGRAMS IN GRADE 1. IN ADDITION TO THE STUDY CONDUCTED IN THE SECOND GRADE, A PILOT STUDY WAS CONTINUED INTO GRADE 3, AND A MODIFIED VERSION OF THE GRADE 1 STUDY WAS MADE AGAIN IN GRADE 1. THE FOUR READING PROGRAMS INVOLVED WERE (1) A "WHOLE-WORD," ABILITY GROUPING, ECLECTIC, BASAL APPROACH OF SCOTT, FORESMAN, 1960 EDITION, (2) THE PRECEDING APPROACH SUPPLEMENTED BY A PHONICS

WORKBOOK, "PHONICS AND WORD POWER," PUBLISHED IN 1964 BY AMERICAN EDUCATION PUBLICATIONS, (3) THE PHONIC, FILMSTRIP, WHOLE-CLASS APPROACH, PUBLISHED IN 1963 BY J.B. LIPPINCOTT COMPANY, AND (4) THE 1964 "EARLY TO READ," ABILITY GROUPING PROGRAM OF I.T.A. (INITIAL TEACHING ALPHABET) PUBLICATIONS, INC., FOLLOWED BY THE "TREASURY OF LITERATURE SERIES," PUBLISHED IN 1960 BY CHARLES E. MERRILL BOOKS, INC. IN THREE OF FIVE LIPPINCOTT CLASSES, TWO OF FIVE I.T.A.-MERRILL CLASSES, TWO OF FIVE "PHONICS AND WORD POWER" CLASSES, AND NONE OF FOUR SCOTT, FORESMAN CLASSES. 50 PERCENT OR MORE PUPILS ACHIEVED AT LEAST ONE-HALF ABOVE THEIR PREDICTED LEVELS. IT THUS APPEARED THAT THE FIRST THREE READING PROGRAMS ENABLED PUPILS TO ACHIEVE HIGHER READING SCORES (AS MEASURED BY THE STANFORD ACHIEVEMENT TESTS). IN TERMS OF EFFECTIVENESS WITH ABILITY GROUPS, THE SCOTT, FORESMAN APPROACH APPEARED TO BE PARTICULARLY EFFECTIVE WITH PUPILS OF LOW IQ, THE LIPPINCOTT PROGRAM WITH THOSE OF AVERAGE IQ, AND BOTH THE LIPPINCOTT OR I.T.A. PROGRAMS WITH THOSE OF HIGH IQ. ALL RESULTS OF THE STUDY WERE VIEWED AS TENTATIVE. (JH)

ED003854 24
INITIAL TEACHING ALPHABET (I.T.A.) FOR INSTRUCTION OF READING DISABILITY CASES.
LEWIS, EDWARD R.
San Jose State Coll., Calif.
Report No.: CRP-5-145
Publ. Date: 64 Note: 22P.
EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors: Comparative Analysis/ *Comparative Education/ Foreign Countries/ Instructional Materials/ Methods Research/ Orthographic Symbols/ Reading Development/ Reading Failure/ Reading Instruction/ *Reading Materials/ *Remedial Reading Clinics/ *Teaching Methods
Identifiers: *ALPHABET/ CALIFORNIA/ ENGLAND/ ITA/ SAN JOSE
BRITISH EXPERIMENTAL USAGE OF INITIAL TEACHING ALPHABET (ITA) MATERIALS AND PROCEDURES FOR INSTRUCTION OF READING DISABILITY CASES WAS STUDIED TO DETERMINE IF ITA METHODS AND MATERIALS COULD BE SIMILARLY USED IN A SAN JOSE READING CLINIC. THE INVESTIGATOR MADE OBSERVATIONS IN ENGLAND OF QUALITY, FORMAT, CONCEPTS, AND USE OF LANGUAGE IN THE ITA MATERIAL. FINDINGS WERE DISCUSSED UNDER NINE CATEGORIES--(1) ITA MATERIALS, (2) PUPIL SELECTION FOR ITA REMEDIAL WORK, (3) REMEDIAL TECHNIQUES WITH ITA, (4) INDIVIDUAL OR GROUP METHODS FOR USE WITH ITA, (5) PHONETIC OR WHOLE WORD APPROACHES, (6) DIAGNOSIS IN ITA REMEDIATION, (7) THE USE OF SUPPLEMENTARY MATERIALS, (8) EXTENT OF TEACHER TRAINING, AND (9) ITA AND THE READING CLINIC. GENERALLY ITA HAS HAD BENEFICIAL EFFECTS WITH CHILDREN WHEN A HISTORY OF READING FAILURE HAD EXISTED. IT WAS CONCLUDED THAT ITA MATERIALS AVAILABLE IN ENGLAND COULD BE USED IN THE UNITED STATES WITH MINOR MODIFICATIONS IN ISOLATED BOOKS. HOWEVER, ADDITIONAL MATERIALS WHICH ARE NOT YET AVAILABLE IN ENGLAND INCLUDE HIGH INTEREST, TRANSITIONAL, SKILL BUILDING, AND SUPPLEMENTARY MATERIALS, AS WELL AS ITA READING MANUALS. (JM)

ED003485 24
EFFECTIVENESS OF THREE DIFFERENT BASAL READING SYSTEMS ON FIRST GRADE READING ACHIEVEMENT.
ALPERT, HARVEY; TANYZER, HAROLD J.
Hofstra Univ., Hempstead, N.Y.
Report No.: CRP-2720
Publ. Date: 65 Note: 138P.
EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
Descriptors: Achievement Gains/ *Basic Reading/ *Beginning Reading/ Grade 1/ Intelligence Differences/ Oral Expression/ *Reading Achievement/ *Reading Readiness/ Sex Differences/ Spelling/ Vocabulary Development/ Word Recognition
Identifiers: EARLY TO READ ITA PROGRAM/ HEMPSTEAD/ LIPPINCOTT BASIC READING SERIES/ NEW YORK/ SCOTT FORESMAN NEW BASIC READERS SERIES/ STANFORD ACHIEVEMENT TEST
BASAL READER SYSTEMS FOR BEGINNERS WERE ANALYZED TO DETERMINE THE EFFECTS OF SPECIFIC SYSTEM FEATURES ON THE READING ACHIEVEMENT OF FIRST-GRADE CHILDREN OF DIFFERENT SEX AND LEVELS OF INTELLIGENCE. THE PROJECT COVERED THE FOLLOWING SYSTEMS--(1) THE LIPPINCOTT "BASIC READING" SERIES, (2) THE "EARLY-TO-READ INITIAL-TEACHING-ALPHABET" PROGRAM, AND (3) THE SCOTT-FORESMAN "NEW BASIC READERS" SERIES. APPROXIMATELY 650 CHILDREN IN 26 FIRST-GRADE CLASSES WERE INCLUDED IN THE EXPERIMENTAL SAMPLE. THE INTERACTIONAL EFFECTS OF THE THREE EXPERIMENTAL TREATMENTS, THE THREE LEVELS OF INTELLIGENCE, AND THE TWO SEXES WERE ANALYZED. THE LIPPINCOTT AND "EARLY-TO-READ" PROGRAMS UTILIZED AN APPROACH TO READING THAT IS CONSIDERABLY MORE ANALYTIC THAN THE SCOTT-FORESMAN PROGRAM. STUDENTS USING THE LIPPINCOTT SERIES EXPERIENCED SIGNIFICANTLY HIGHER ACHIEVEMENT ON THE SUBTESTS OF VOCABULARY AND SPELLING IN THE "STANFORD ACHIEVEMENT TEST" THAN THE OTHER TWO GROUPS. AMONG ANY OF THE THREE BASAL READER SYSTEMS, THE FACTOR OF SEX DID NOT PRODUCE DIFFERENTIAL RESULTS. INTELLIGENCE WAS NOT A MAJOR FACTOR IN DISTINGUISHING PROBABLE CHANGES FOR SUCCESS. ON THE VARIABLES OF POSTINSTRUCTION ORAL READING AND WORD RECOGNITION, THE LIPPINCOTT AND "EARLY-TO-READ" STUDENTS WERE COMPARABLE WHEN MEASURED. BOTH GROUPS WERE SIGNIFICANTLY SUPERIOR TO THE SCOTT-FORESMAN PUPILS ON THESE SPECIFIC VARIABLES. (JH)

ED003469 24
COMPARISON OF THE INITIAL TEACHING ALPHABET WITH THE TRADITIONAL ALPHABET IN FIRST-GRADE READING.
CHASNOFF, ROBERT E.
Newark State Coll., Union, N.J.
Report No.: CRP-S-210
Publ. Date: 65 Note: 117P.
EDRS PRICE MF-$0.76 HC-$5.70 PLUS POSTAGE
Descriptors: Comparative Analysis/ *Grade 1/ *Measurement Techniques/ *Performance Factors/ *Reading Instruction/ *Socioeconomic Status/ Standardized Tests/ Teaching Techniques
Identifiers: ITA/ NEW JERSEY/ TRADITIONAL ORTHOGRAPHY (TO)/ UNION
A COMPARISON OF THE INITIAL TEACHING ALPHABET AND THE TRADITIONAL ALPHABET IN FIRST-GRADE READING WAS CONDUCTED.

SAMPLES WERE SELECTED FROM SEVEN ELEMENTARY SCHOOLS THAT WERE REPRESENTATIVE OF DIFFERING SOCIOECONOMIC STATUS. THE PUPILS WERE PAIRED INTO MATCHED GROUPS. AN EXPERIMENTAL GROUP WAS TAUGHT READING BY THE INITIAL TEACHING ALPHABET (ITA) METHOD. THE OTHER GROUP WAS TAUGHT BY THE TRADITIONAL ORTHOGRAPHY (TO) METHOD. STANDARDIZED READING TESTS WERE ADMINISTERED TO OBTAIN PERFORMANCE SCORES, AND ANALYSIS OF COVARIANCE EMPLOYED. DATA WERE ALSO COLLECTED BY OBSERVATIONS AND INTERVIEWS, AND CHI-SQUARE STATISTICS WERE USED FOR ANALYSIS. THE RESULTS INDICATED THAT THE ITA GROUPS GAINED SIGNIFICANTLY HIGHER PERFORMANCE RATINGS ON A TEST USING ITA THAN THE CONTROL GROUPS WHO TOOK THE TEST IN THE TRADITIONAL FORM. THERE WERE NO SIGNIFICANT DIFFERENCES IN SCORES OF THE TOTAL GROUPS ON TESTS TAKEN IN THE TRADITIONAL ALPHABET. THE CONTROL GROUPS GAINED SIGNIFICANTLY IN SPELLING. THE NEED FOR FOLLOWUP STUDIES IN LATER GRADES WAS MENTIONED. (RS)

ED003387 24
FIRST GRADE READING INSTRUCTION USING A DIACRITICAL MARKING SYSTEM, THE INITIAL TEACHING ALPHABET AND A BASAL READING SYSTEM.
FRY, EDWARD BERNARD
Report No.: CRP-2745
Publ. Date: 65 Note: 97P.
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: *Achievement/ *Basic Reading/ *Diacritical Marking/ *Grade 1/ Orthographic Symbols/ Phonetics/ Phonics/ *Reading
Identifiers: *ITA/ NEW BRUNSWICK/ NEW JERSEY
AN INVESTIGATION OF TWO INSTRUCTIONAL METHODS FOR BEGINNING READERS WHICH OFFER PHONETIC REGULARITY WAS CONDUCTED AND THE EFFECTIVENESS OF EACH WAS THEN COMPARED TO A MORE TRADITIONAL READING APPROACH. THREE METHODS STUDIED AND COMPARED WERE (1) THE INITIAL TEACHING ALPHABET (ITA), (2) THE DIACRITICAL MARKING SYSTEM (DMS), AND (3) A BASAL APPROACH WITH TRADITIONAL ORTHOGRAPHY (T.O.) OVER 20 FIRST-GRADE CLASSROOMS FROM 3 MIDDLE-CLASS, SUBURBAN SCHOOL DISTRICTS WERE SELECTED FOR STUDY. PARTICIPATING TEACHERS WERE VOLUNTEERS AND WERE ASSIGNED TO METHOD GROUPS BY LOT. CHILDREN RECEIVED CLASSROOM ASSIGNMENTS BY NORMAL PROCEDURES. PRE- AND POST-TESTS WERE SELECTED BY CONSULTANTS AND ADMINISTERED TO THE THREE METHOD GROUPS. PRETESTING OBTAINED MEASURES OF INTELLIGENCE AND READING READINESS. POST-TESTING WAS ACCOMPLISHED, PRIMARILY, THROUGH THE USE OF THE "STANFORD ACHIEVEMENT TEST" AND THE "GILMORE ORAL READING TEST." INSTRUCTION WAS CONDUCTED FOR 140 DAYS, USING EACH OF THE THREE METHODS IN SELECTED CLASSES. THE ITA GROUP USED THE "EARLY TO READ SERIES," THE TRADITIONAL ORTHOGRAPHY GROUP USED "SHELDON BASAL READERS," AND THE DMS GROUP USED SHELDON READERS PREPARED WITH DIACRITICAL MARKS. THE MAJOR STATISTICAL PROCEDURE WAS ANALYSIS OF VARIANCE BETWEEN GROUP MEANS, USING CLASSROOMS AS UNITS. RESULTS INDICATED (1) THERE WERE NO DIFFERENCES IN READING ACHIEVEMENT AT THE END OF 1 YEAR OF INSTRUCTION FOR ANY OF THE THREE METHODS, (2) NO METHOD WAS BETTER FOR BOYS THAN GIRLS, (3) NO METHOD WAS BETTER FOR YOUNGER FIRST-GRADERS THAN OLDER FIRST-GRADERS, (4) MEAN VARIATIONS BETWEEN CLASSROOMS WERE GREATER THAN THOSE BETWEEN METHODS, (5) THERE WERE NO SPELLING ABILITY DIFFERENCES (ITA PUPILS WERE ALLOWED TO SPELL IN ITA), (6) THE BEST PREDICTOR FOR READING ACHIEVEMENT WAS RAW SCORE ON THE PINTNER-CUNNINGHAM PRIMARY TEST, AND (7) READING READINESS MATERIALS ARE NOT NECESSARY IN THE FIRST-GRADE INSTRUCTIONAL SETTING. (HB)

ED003361 24
FIRST GRADE READING USING MODIFIED CO-BASAL VERSUS THE INITIAL TEACHING ALPHABET.
MAZURKIEWICZ, ALBERT J.
Lehigh Univ., Bethlehem, Pa.
Report No.: CRP-2676
Publ. Date: 65 Note: 83P.
EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
Descriptors: *Beginning Reading/ Comparative Analysis/

Evaluation Methods/ *Grade 1/ Language Arts/ *Methods Research/ *Orthographic Symbols/ *Reading Instruction/ Spelling/ *Teaching Techniques
Identifiers: BETHLEHEM/ ITA/ PENNSYLVANIA/ TRADITIONAL ORTHOGRAPHY (T.O.)
DIFFERENCES BETWEEN THE TWO METHODS OF FIRST-GRADE BEGINNING READING INSTRUCTION WERE INVESTIGATED. APPROXIMATELY 920 FIRST-GRADE CHILDREN WERE DIVIDED INTO 2 GROUPS WHICH RECEIVED 1 OF THE 2 METHODS. TO DETERMINE THE EFFECTS OF CERTAIN VARIABLES ON READING ACHIEVEMENT, THE CHILDREN WERE MATCHED IN PAIRS. THE RESULTS WERE GATHERED FROM ONE GROUP USING MATERIALS PRINTED IN TRADITIONAL ORTHOGRAPHY (T.O.) AND ANOTHER USING THE INITIAL TEACHING ALPHABET (ITA). THE USE OF ITA IN LANGUAGE ARTS WAS FOUND SIGNIFICANTLY BETTER IN THE DEVELOPMENT OF WORD READING SKILL, BUT INFERIOR TO T.O. IN THE DEVELOPMENT OF SPELLING SKILLS. THE INHIBITING EFFECTS OF PHONEME-GRAPHEME CORRESPONDENCE WERE NOT OVERCOME BY EITHER METHODOLOGY. FURTHER STUDY OF THE EFFECTS OF ITA INSTRUCTION WAS SUGGESTED. (RS)

ED003360 24

AN ATTEMPT TO SECURE ADDITIONAL EVIDENCE CONCERNING FACTORS AFFECTING LEARNING TO READ.

HAYES, ROBERT B. : NEMETH, JOSEPH S.
Pennsylvania State Dept. of Public Instruction, Harrisburg.

Report No.: CRP-2697
Publ. Date: 65 Note: 54P.
EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors: *Beginning Reading/ *Elementary Education/ Evaluation/ Grade 1/ Language Arts/ Reading Achievement/ Reading Instruction/ *Reading Materials/ Reading Readiness Tests/ Reading Tests/ School Publications/ *Teaching Methods/ *Textbook Evaluation
Identifiers: HARRISBURG/ ITA/ LIPPINCOTT READING PROGRAM/ PENNSYLVANIA/ SCOTT FORESMAN SERIES

A COMPARISON WAS MADE OF FOUR DIFFERENT METHODS OF TEACHING BEGINNING READING. THE PROGRAMS STUDIED WERE (1) AN ECLECTIC, "WHOLE WORD" READING PROGRAM PRESENTED IN SCOTT, FORESMAN PUBLICATIONS, (2) A "PHONIC" READING PROGRAM PUBLISHED BY J.B. LIPPINCOTT, (3) A COMBINATION ECLECTIC, "WHOLE WORD - PHONIC" READING PROGRAM PRESENTED BY SCOTT, FORESMAN MATERIALS SUPPLEMENTED BY AMERICAN EDUCATION PUBLICATIONS' 1964 EDITION OF "PHONICS AND WORD POWER," AND (4) A LANGUAGE ARTS APPROACH WHICH USES THE INITIAL TEACHING ALPHABET IN THE MATERIALS OF ITA PUBLICATIONS. EACH READING PROGRAM WAS USED IN FIVE FIRST-GRADE CLASSES. INTELLIGENCE TESTS, READING READINESS TESTS, AND READING ACHIEVEMENT TESTS WERE USED TO EVALUATE READING SKILLS OF THE STUDENTS. THE CONCLUSIONS DRAWN WERE REGARDED AS TENTATIVE AND FURTHER RESEARCH WAS RECOMMENDED. HOWEVER, RESULTS INDICATED THAT ITA, "PHONICS AND WORD POWER," AND LIPPINCOTT GAVE STUDENTS A FASTER START IN SOME READING AND SPELLING SKILLS, BUT THESE DIFFERENCES DIMINISHED FARTHER ALONG IN THE STUDY. EFFECTIVENESS OF THE READING PROGRAMS ALSO VARIED WITH ABILITY LEVELS OF THE STUDENTS. PUPIL ACHIEVEMENT WAS FOUND TO BE INFLUENCED BY (1) THE EDUCATIONAL LEVEL OF THE PARENTS, (2) THE NUMBER OF BOOKS AND MAGAZINES IN THE HOME, AND (3) ABOVE AVERAGE TEACHERS. (AL)

PART II

COMPUTER-BASED INFORMATION SEARCH AND ANALYSIS OF REFERENCES TO THE INITIAL TEACHING ALPHABET IN THE EXCEPTIONAL CHILD EDUCATION ABSTRACTS

DATA BASE DESCRIPTION

The EXCEPTIONAL CHILD EDUCATION ABSTRACTS (CEC) data base was established in 1966 and now contains more than 22,000 citations. The data base, which is updated quarterly by about 750 new citations, includes published and unpublished literature on all aspects of the education of handicapped and gifted children. It covers such sources as books, journal articles, teaching materials, and different types of reports. Approximately one-fourth of the CEC citations are duplicated in the ERIC (Educational Resources Information Center) data base, however, the CEC descriptor terminology is distinctly different. The CEC data base is produced by:

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Telephone: (703) 620-3660

SEARCH DESCRIPTION

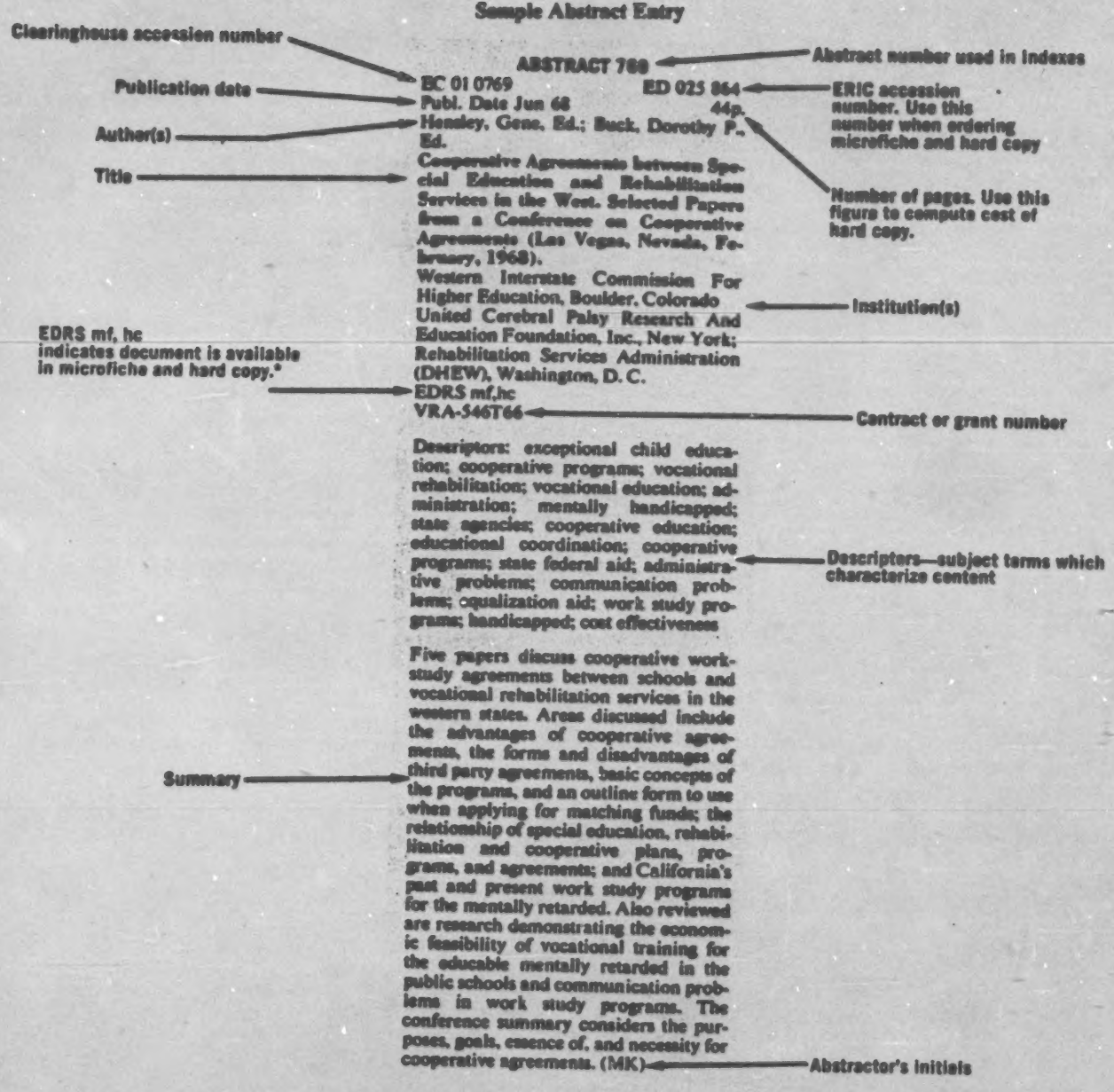
The search on the occurrence of references to the Initial Teaching Alphabet (ITA) was carried out on November 16, 1976, through the Lockheed DIALOG Retrieval Service by means of the DIALOG online service at Teachers College, Columbia University. The search was a "full text search" in which titles as well as abstracts are also searched for relevant references. In addition, the search included any possible references to ITA in bilingual/bicultural education. However, no such references were found.

SEARCH PROFILE

SET #	SEARCH TERMS	ITEMS YIELDED
1	Initial Teaching Alphabet	27
2	ITA	10
3	Bilingual?*	139
4	Bicultural?*	28
5	(1 or 2) and (3 or 4)	0
6	(1 or 2)	27

*Truncation = search on word stems, used to conduct broad searches.

THE EXCEPTIONAL CHILD EDUCATION ABSTRACTS


Sample Abstract Entry
Clearinghouse accession number
ABSTRACT 768
Abstract number used in indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy F., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

DESCRIPTORS

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EC073260
Teaching Children with Learning and Behavior Problems.
HAMMILL, DONALD D.; BARTEL, NETTIE R.
Publ. Date: 75- 306P.
Available from: ALLYN AND BACON, INC., COLLEGE DIVISION, DEPARTMENT 894, ROCKLEIGH, NEW JERSEY 07647 ($5.95)
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ EMOTIONALLY DISTURBED/ BEHAVIOR PROBLEMS/ READING/ SPELLING/ WRITING/ MATHEMATICS/ CLASS MANAGEMENT/ LANGUAGE DEVELOPMENT/ PERCEPTUAL DEVELOPMENT/ TEACHING METHODS/ EVALUATION METHODS/ INSTRUCTIONAL MATERIALS
Written for teachers dealing with children with behavior problems in regular classrooms, the book intends to offer an overview of children with school related problems, a description of educational settings for working with such children, basic information regarding formal and informal assessment, a procedure for bridging assessment and remediation, and general discussion on the selection and use of instructional methods. After an introductory chapter on the problems of school age children, specific chapters are devoted to discussions of typical problems, assessment techniques, teaching methods, and supplementary materials and activities in the areas of reading, arithmetic, spelling, and writing. Additional chapters consider teacher strategies for managing classroom behavior, problems of assessment and remediation in language development, and problems of assessment and training of perceptual motor processes. For example, the approaches to teaching reading discussed include classroom approaches, the basal approach, individualized instruction, the language experience approach, programed reading, the Peabody Rebus program, the Initial Teaching Alphabet, Distar, the Words in Color program and the Stern Structural Reading Series. (GW)

EC071180
Generalizations Regarding the Education and Socialization of the Brain Injured Child.
NAGEL, CLINT J. AND OTHERS
COHI JOURNAL (DIVISION ON PHYSICALLY HANDICAPPED, HOMEBOUND AND HOSPITALIZED) V1 N1 P20-6 WIN74 Publ. Date: 74-WIN 7P.
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ LEARNING DISABILITIES/ MINIMALLY BRAIN INJURED/ EDUCATIONAL PLANNING/ SOCIALIZATION/ TEACHING METHODS/ INSTRUCTIONAL MATERIALS/ EDUCATIONAL DIAGNOSIS/ MULTISENSORY LEARNING/ PARENT ROLE/ TEACHER ROLE/ DISCIPLINE
Suggested to teachers are general methods regarding the education and socialization of brain injured children. Among the recommendations offered by the authors are the following techniques: determine each child's deficits and strengths by using tests (such as the Vallett Psycho-educational Inventory) to assess visual, auditory, motor, and information processing skills; consider factors such as reducing extraneous stimuli

and utilizing attention-attracting teaching materials in planning instruction; use concrete objects and require motor manipulations during learning procedures (recommended instructional materials include Stern Structural Arithmetic blocks and the Initial Teaching Alphabet); establish definite advance rules for playing and sharing toys; plan a predictable daily schedule; and establish open avenues of communication between home and school. It is also explained that parents need to provide firm direction and explicit instructions in order to help their children exhibit desired behavior. Noted is the necessity for teachers and parents to modify recommended procedures to suit the needs of individual children. (LH)

EC070229
Severe Reading Disability and the Initial Teaching Alphabet.
LANE, ALAINE
JOURNAL OF LEARNING DISABILITIES V7 N8 P479-83 OCT 1974 Publ. Date: 74-OCT 5P.
EDRS: NOT AVAILABLE
Descriptors: DYSLEXIA/ READING DIFFICULTY/ INITIAL TEACHING ALPHABET/ REMEDIAL READING/ PROGRAM EVALUATION/ EXCEPTIONAL CHILD RESEARCH/ LEARNING DISABILITIES/ INTERMEDIATE GRADES
A pilot study investigated whether the Initial Teaching Alphabet (I.T.A.) could serve as a remediation tool to significantly improve the reading achievement level of 14 sixth grade children with a severe reading disability (achievement below second grade level). A prescribed training program with the I.T.A. was followed for 100 school days. The Gray Oral Reading Test was administered before and after the training program. Reading levels were found to be significantly improved. (Author/DB)

EC062978
I.T.A. Made it in Lenwood.
BEATTY, BARBRA J.
LEARNING V3 N3 P32-4 NOV 74 Publ. Date: 74-NOV 3P.
EDRS: NOT AVAILABLE
Descriptors: READING/ PRIMARY GRADES/ INITIAL TEACHING ALPHABET/ TEACHING METHODS
The initial teaching alphabet (ITA) is described as a useful alternative to traditional orthography for the child who is learning how to read since it contains only 44 sound-to-print relationships, each having a one-to-one correspondence between sound and symbol. A California classroom is cited as an example of how ITA permits students to read and write virtually any word they have in their speaking vocabularies. (GW)

EC061830
Selection and Adaptation of Reading Materials.
FROSTIG, MARIANNE
Publ. Date: 73- 80P.
Available from: ACADEMIC THERAPY PUBLICATIONS, 1539 FOURTH STREET, SAN RAFAEL, CALIFORNIA 94901 ($2.50).
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ LEARNING DISABILITIES/ READING DIFFICULTY/ TEACHING GUIDES/ REMEDIAL READING/ TEACHING METHODS/ READING DIAGNOSIS/ READING/ INDIVIDUALIZED INSTRUCTION
The manual provides guidelines for selecting and adapting 18 different teaching methods to the specific symptoms exhibited by a child with reading difficulty. An introduction suggests that no one reading method is best for all children and that careful evaluation should precede remediation. Provided are eight charts designed to help the teacher relate the child's apparent reading difficulties, possible underlying deficits, methods of evaluation, and remedial methods. Charts cover the following areas: sensory-motor functions, auditory perception, visual perception, language functions (receptive and expressive), memory, symbolization, integrative functions, and general lack of attention (motivation). Briefly described with activity examples when appropriate are the following different teaching methods: alphabet cards, blind writing, the child's own book, coding exercises, color coding, different print, eye movements, a "hear and find the word" game, highly controlled vocabulary, imagery, initial teaching alphabet, intersecting letters and words, letter grid, matching or labeling, shadow reading, tactile method, tracing methods, and word chaining. (DB)

EC061706
The Dyslexic and the Code.
WOLFF, AGNES G.
DYSLEXIA REVIEW N10 P7-9 WIN 1973 Publ. Date: 73-WIN 3P.
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ LEARNING DISABILITIES/ READING DIFFICULTY/ DYSLEXIA/ CHILDHOOD/ TEACHING METHODS/ READING SKILLS/ SPELLING/ INITIAL TEACHING ALPHABET/ PHONICS
Examined are obstacles to decoding (reading) and encoding (spelling) experienced by dyslexic children, and offered is an alphabetic-phonic-syllabic code for mastering letter-sound connections and sound blending. Described among obstacles are the child's problems such as spatial difficulties, and inappropriate teaching in initial stages. The code is presented in diagram form and consists of vowels represented by V, consonants represented by C, prefixes, suffixes, and letters in syllable patterns such as CVC for hop. Explained are ways to use the code and to assess weaknesses of dyslexic students. (MC)

EC050173
Auditory Perception, Reading and the Initial Teaching Alphabet.
RAMPP, DONALD L.; COVINGTON, JAN R.
JOURNAL OF LEARNING DISABILITIES V5 N8 P497-500 OCT 72
Publ. Date: 72-OCT 4P.
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD RESEARCH/ PERCEPTUALLY HANDICAPPED/ INITIAL TEACHING ALPHABET/ READING/ AUDITORY PERCEPTION/ LEARNING DISABILITIES/ EDUCATIONAL PROGRAMS/ PROGRAM EFFECTIVENESS
Reported was a study of the effectiveness of a 40 week reading program using the Initial Teaching Alphabet (ITA) with 10 male students (8 to 12 years of age) who exhibited auditory perceptual disturbances. The ITA offered a consistent alternative to the inconsistent auditory-visual correspondences of traditional English orthography. The Gray Oral Reading Test was administered before and after the program to test reading progress. Scores were found to be significantly higher after the program. The stages of auditory blending and of transition to traditional orthography were found to cause the greatest difficulty. (GW)

EC050072
A Consumer's Guide to Educational Innovations.
SMITH, MORTIMER AND OTHERS
Publ. Date: 72- 99P.
Available from: COUNCIL FOR BASIC EDUCATION, 725 FIFTEENTH STREET, N. W., WASHINGTON, D. C. 20005 ($2.50).
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ HANDICAPPED CHILDREN/ DISADVANTAGED YOUTH/ GLOSSARIES/ GUIDELINES/ INNOVATION/ EDUCATIONAL TRENDS/ CLASS MANAGEMENT/ EDUCATIONAL METHODS/ EDUCATIONAL TECHNOLOGY/ ADMINISTRATIVE ORGANIZATION/ FINANCIAL POLICY
Prepared for parents and school personnel, the consumer guide introduces and evaluates over 60 instructional, organizational, and financial innovations currently on the educational scene for children from preschool through high school. Though the innovations are derived from both cognitive and affective emphases, the primary basis for the authors' evaluations is said to be in the degree the innovations further the intellectual development of the child. Each innovation is discussed in terms of a description, examples, and a critique when possible. Suggested readings are listed after each discussion. Included are the following innovations: accountability, Afro-American English, alternative schools, behavioral objectives, black English, black studies, Clark plan, community education, computer-assisted instruction, deschooling, differentiated staffing, discovery method, educational parks, Electric Company, encounter group, extended school year, flexible scheduling, free schools, grading system changes, humanities, individually prescribed instruction, inductive teaching, informal learning, initial teaching alphabet, inquiry method, instructional television, integrated day, intermediate schools, Leicestershire plan, linguistics, Man: A Course of Study, merit pay, micro-teaching, middle schools, modular scheduling, Montessori schools, national assessment, Negro non-standard English, the new English, non-graded schools, open classroom, open plan school, open school, paraprofessionals, Parkway project, performance contracting phonics in beginning reading, Piagetan developmental theories, programed instruction, reading instruction, sensitivity training, Sesame Street, street academy program, teachers' aides, team teaching, television teaching, T-group, Toronto French School, transformational grammar, ungraded schools, voucher plans, Waldorf-Rudolf Steiner schools, words in color, and year-round schools. (DB)

EC041899
On Teaching Disadvantaged Preschoolers to Read: A Successful Experiment.
HAMBLIN, JUNE A.; HAMBLIN, ROBERT L.
AERA V9 N2 P209-16 SPR 1972 Publ. Date: 72- 8P.
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD RESERACH/ DISADVANTAGED YOUTH/ PRESCHOOL CHILDREN/ BASIC READING/ EARLY CHILDHOOD EDUCATION/

REINFORCEMENT/ TUTORING/ BEHAVIOR CHANGE/ LEARNING CHARACTERISTICS
The experiment was designed to assess the effects of peer tutoring and token reinforcement on the rate of learning to read. The children read Initial Teaching Alphabet (ITA) materials 10 minutes a day with a teacher and learned symbols and words on a Language Master 10 minutes a day with a peer or an adult tutor. Tokens and material backups were earned by attending or by learning symbols and words. The results show that peer tutoring (versus adult tutoring) and tokens for reading (versus tokens for attendance) did substantially and significantly improve the rate at which the children learned to read. The effects were additive. (Author)

EC041623
The Relationship of Reading Method and Reading Achievement to ITPA Sensory Modalities.
SMITH, CAROLYN M.
JOURNAL OF SPECIAL EDUCATION V5 N2 P143-9 SUM 1971 Publ. Date: 71-SUM 7P.
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD RESEARCH/ DISADVANTAGED YOUTH/ READING/ AUDITORY PERCEPTION/ VISUAL PERCEPTION/ READING ABILITY/ ACADEMIC ACHIEVEMENT/ PRIMARY GARDES/ ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES
Selected data gathered in the Cooperative Reading Project (Dunn et al., 1967) were analyzed according to the Illinois Test of Psycholinguistic Abilities sensory modalities in an investigation of the diagnostic utility of the sensory channels (auditory and visual) of the ITPA for culturally disadvantaged primary grade children. Auditory, visual, and control subjects were drawn from a pool of 608 culturally disadvantaged children who had been taught by one of three reading approaches (Initial Teaching Alphabet, Words in Color, or Supplemented Conventional Reading Program) over a period of 2 years. Analysis of variance yielded no overall group, treatment, or interaction effects. (Author/KW)

EC041122
Thought-Language-Reading. Proceedings of the Annual Reading Institute at Temple University (Philadelphia, Pennsylvania, January 13-17, 1969).
JOHNSON, MARJORIE SEDDON, ED.; KRESS, ROY A., ED.
Publ. Date: 70- 108P.
Available from: TEMPLE UNIVERSITY, BROAD AND MONTGOMERY AVENUE, PHILADELPHIA, PENNSYLVANIA 19122 ($4.50).
EDRS: NOT AVAILABLE
Descriptors: READING/ CONFERENCE REPORTS/ ANNUAL REPORTS/ THOUGHT PROCESSES/ LANGUAGE DEVELOPMENT/ READING ABILITY/ WRITING SKILLS/ PHONETICS/ PHONICS
Eleven papers on thought, language, and reading are given. The first paper points out that the success of a reading program is dependent on a solid foundation of oral language. Although speaking and writing are similar, they are shown to use two symbol systems in the second paper. The third and fourth articles concern instruction in reading ability and language development on the elementary and secondary levels. Suggestions thought to help in the understanding of phonics compose the fifth paper, while writing skills are viewed from a literary stance in the sixth chapter. The seventh paper discusses some of the emotional content that language is able to convey through literature, while the eighth article focuses on the initial teaching alphabet. Improving the effectiveness of reading personnel in a total school program is the subject of the ninth chapter, while phonetics and dialect characteristics of language are considered in the tenth article, and the last paper investigates the sequential relationship of thought, language, and reading. (CB)

EC023139
Learning Disorders Volume 1.
HELLMUTH, JEROME, ED.
Publ. Date: 65- 416P.
Available from: SPECIAL CHILD PUBLICATIONS, INC., 4535 UNION BAY PLACE, NORTHEAST, SEATTLE, WASHINGTON 98105 ($14.40 HC, $6.10 PB).
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ LEARNING DISABILITIES/ COGNITIVE DEVELOPMENT/ LEARNING PROCESSES/ NEUROLOGICALLY HANDICAPPED/ PERCEPTUALLY HANDICAPPED/ DYSLEXIA/ MOTOR SKILLS/ EDUCATIONAL DIAGNOSIS/ CULTURAL BACKGROUND/ INITIAL TEACHING ALPHABET/ PLASTICITY
A compilation of readings related to barriers to or disorders of learning constitutes a volume on the learning process, presenting philosophy and scientific knowledge of learning disabilities. Social, physical, psychological, and instructional preconditions of favorable learning are explored, and deviations identified. Topics covered include organic neurological factors related to learning disabilities, the pediatrician's view, the visuomotor complex in the acquisition of learning skills, motor generalizations, cultural factors, diagnosis, plasticity, dyslexia, treatment, factors in

learning, the Initial Teaching Alphabet, teaching children with learning disabilities, and classroom management for the neurologically impaired. (KW)

EC022798
Psycholinguistic Abilities of Good and Poor Reading Disadvantaged First-Graders.
BRUININKS, ROBERT H. AND OTHERS
ELEMENTARY SCHOOL JOURNAL V70 N7 P378-86 APR 1970 Publ. Date: 70-APR 9P.
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD RESEARCH/ DISADVANTAGED YOUTH/ GRADE 1/ PSYCHOLINGUISTICS/ READING ABILITY/ INITIAL TEACHING ALPHABET/ READING INSTRUCTION
A group of 10 good readers and 10 poor readers taught to read by traditional orthography and 11 good readers and 11 poor readers taught to read by the initial teaching alphabet were given the Illinois Test of Psycholinguistic Abilities toward the end of first grade. Subtest scores of the good and poor readers in each reading approach group were compared statistically. In the group who learned to read in the initial teaching alphabet poor readers were significantly inferior to good readers on auditory decoding, auditory-vocal association, auditory-vocal automatic, and auditory-vocal sequencing subtests (all p less than .05). In the group who learned to read by traditional orthography poor readers were significantly inferior to good readers on auditory-vocal association and visual motor association subtests (both p less than .05). Total language performance of poor readers was significantly inferior to that of good readers for both reading approaches. Findings suggest that auditory perception and language training should be incorporated into the reading readiness program of disadvantaged first graders with auditory deficits. (MS)

EC021769 ED035148
Comparison of Several Approaches for Teaching Braille Reading to Blind Children. Final Report.
HARLEY, RANDALL K.
Publ. Date: 69-SEP 35P.
GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENNESSEE
Sponsoring Agency: OFFICE OF EDUCATION (DHEW), WASHINGTON, D. C., BUREAU OF EDUCATION FOR THE HANDICAPPED
EDRS: MF; HC
Descriptors: EXCEPTIONAL CHILD RESEARCH/ VISUALLY HANDICAPPED / BRAILLE/ READING INSTRUCTION/ BLIND/ PARTIALLY SIGHTED/ PROGRAM DEVELOPMENT/ PROGRAM EVALUATION/ INSTRUCTIONAL MATERIALS/ READING MATERIALS/ BEGINNING READING/ RESEARCH NEEDS / INITIAL TEACHING ALPHABET
Bureau No.: BR-6-2975
To develop and test materials to be used in a later 2-year study to compare six approaches in teaching braille reading, materials in grade 1 and grade 2, braille, and phonemic braille media (both analytic and synthetic approaches), 39 subjects from six residential schools were evaluated. Special books were embossed in grade 1 and phonemic braille, and phonemic codes were prepared for use with the analytic and synthetic readers. The teachers were given a 3-day workshop preceding the program. They made daily progress reports and their reactions were used in the evaluation of each approach. At the end of the 1-year program the results indicated that phonemic braille could be used with beginning braille readers; the analytic approach appeared to function more effectively for the phonemic materials than the synthetic approach; grade 1 approaches were not adequately measured; and further research is necessary with development of more adequate materials utilized to make generalizations concerning approaches in braille reading. (Author/JM)

EC020721
Building Spelling Skills in Dyslexic Children.
ARENA, JOHN I., ED.
Publ. Date: 68- 99P.
Available from: ACADEMIC THERAPY PUBLICATIONS, 1539 4TH STREET, SAN RAPHAEL, CALIFORNIA 94901 ($2.95).
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ LEARNING DISABILITIES/ SPELLING INSTRUCTION/ DYSLEXIA/ TEACHING METHODS/ PARENT TEACHER CONFERENCES/ VISUAL DISCRIMINATION/ SENSORY TRAINING/ DIAGNOSTIC TEACHING/ REMEDIAL INSTRUCTION/ VISUAL PERCEPTION/ EDUCATIONAL GAMES/ LINGUSITICS/ KINESTHETIC PERCEPTION/ HANDWRITING/ PHONICS/ PHONEMES/ INITIAL TEACHING ALPHABET
Remedial approaches to spelling deficiencies specifically geared for the learning disabled are presented both in new articles and from some of the best articles of the Fall 1967 issue of Academic Therapy Quarterly. They were compiled with emphasis on creative methods and materials which utilize sensory modalities. Two unusual methods (writing,

self-dictating method centered around a tape recorder and a non-visual technique involving sensory tracing) are explained. Other articles deal with discussions on spelling tests with suggestions for specific tests to use in a formal diagnostic evaluation, a technique for developing form constancy with suggestions for classroom games, characteristics and needs of a learning disabled child, a suggestion for an intermediate stage between motor-perceptual-visualization training and spelling competency, and criteria to be applied in judging improvement in spelling. A technique to determine auditory abilities as a method to develop visual-aural competencies, a discussion on the theory and practices of the i.t.a. and spelling, suggestions for diagnosis and remediation of spelling disabilities, and a technique which utilizes the sensory approach to spelling are detailed. Other articles present a discussion of the visual skill of spelling, a method for teaching spelling in a splash of color, an integrational approach to spelling, suggestions for nonconventional ways of administering and scoring spelling tests, a definition of the linguistic approach, a device to help teach memory for design, shapes and forms, a discussion of developmental teaching, suggestions for associative memory for spelling, remediation techniques for individual letter reversal reductions, a discussion of a technique of using three-dimensional texture for letter acquisition, ideas on auditory fusion and word forms as spelling techniques, and suggestions for time charts for poor spellers. Interspersed with the main articles are short creative ideas for possible classroom implementation. (WW)

EC020691
Alphabets and Reading; The Initial Teaching Alphabet.
PITMAN, SIR JAMES; ST. JOHN, JOHN
Publ. Date: 69-AUG 349P.
Available from: PITMAN PUBLISHING CORPORATION, 6 EAST 43RD STREET, NEW YORK, NEW YORK 10017 ($10.00).
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ INITIAL TEACHING ALPHABET/ READING/ DYSLEXIA/ READING PROCESSES/ READING FAILURE / SPELLING/ LANGUAGE PATTERNS/ ALPHABETS/ RESEARCH REVIEWS (PUBLICATIONS)/ TEACHER ATTITUDES/ REMEDIAL INSTRUCTION/ RESEARCH NEEDS/ TEACHING METHODS
An interpretation of the psychological, linguistic, and conceptual processes involved in communication precedes discussions of the following: an analysis of teaching methods, an investigation of the shortcomings of the Roman alphabet and English spelling, and an exploration of the numerous teaching and reformed alphabets. The structure of the Initial Teaching Alphabet (i.t.a), its employment in teaching, a summary of the main i.t.a. research findings, and descriptions of teachers' experiences in using i.t.a. with remedial classes, the educationally retarded, and the partially sighted and deaf are discussed. The final chapter introduces world i.t.a. as a method of acquiring English as a second language. Appendixes include analyses of irregular spellings, comparative tables of reformed alphabets, a summary of the growth of i.t.a. in the United States, and a bibliography. (KN)

EC020379
The i.t.a. Symposium.
DOWNING, JOHN AND OTHERS
Publ. Date: 67- 168P.
NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH, LONDON, ENGLAND
Available from: KING, THORNE, AND STACE, LTD., SCHOOL ROAD, HOVE, SUSSEX, ENGLAND.
EDRS: NOT AVAILABLE
Descriptors: READING RESEARCH/ INITIAL TEACHING ALPHABET/ SPELLING/ ENGLISH/ READING INSTRUCTION/ HANDWRITING/ READING ACHIEVEMENT/ EVALUATION/ RESEARCH REVIEWS (PUBLICATIONS)
Presented is a report on research into the effects of simplifying and regularizing English orthography upon the learning of reading and writing. After presenting some historical background into the development of the initial teaching alphabet (i.t.a.), the first experiment was discussed and evaluated. Conclusions made on the basis of these results were that i.t.a. as an example of a transitional writing system for beginning reading and writing in English generally produced superior results in traditional orthography (t.o.) reading, and in t.o. spelling by the end of the third year of school; the success of i.t.a. in improving t.o. literacy skills occurred in spite of an important setback in the growth of these basic skills at the stage of transition from i.t.a. to t.o.; and the t.o. of English was a serious cause of difficulty in the early

stages of learning to read and write. Tables, graphs, and professional evaluations are included. (PF)

EC011655
Hearing Aids and Reading Skills.
LARR, ALFRED L.
AUDECIBEL V17 N1 P26-30 WIN 1968 Publ. Date: 68- 5P.
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ AURALLY HANDICAPPED / READING/ TEACHING METHODS/ INITIAL TEACHING ALPHABET/ HEARING AIDS/ AURAL LEARNING/ VISUAL LEARNING/ READING INSTRUCTION/ HARD OF HEARING
The change in reading instruction for hearing handicapped children is discussed. The shift from the visual to the auditory modality is attributed to improvements in hearing aids and development of the Pitman Initial Teaching Alphabet (ITA). The ITA and its stress upon auditory training are described; some ITA symbols are provided; and the system of indicating stress and rhythm patterns is illustrated. (JD)

EC011479
ITA Reading Program for Adults.
HANNENBERG, VERA L.
NEW YORK CITY EDUCATION N1 P26-7 SPR 1967 Publ. Date: 67- 2P.
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ UNEMPLOYED/ REMEDIAL READING/ YOUNG ADULTS/ VOCATIONAL EDUCATION/ REMEDIAL PROGRAMS/ TEACHING METHODS/ INITIAL TEACHING ALPHABET
The use of the Initial Teaching Alphabet (ITA) remedial reading program in adult vocational training is described. Also considered are the development of special materials, the success of the trainings, and methods used in teaching the ITA. (JD)

EC011255 ED026799
Using the Initial Teaching Alphabet to Improve Articulation. Children's Workbook and Index for Parents.
GOLDMAN, RONALD AND OTHERS
Publ. Date: 68-JAN 304P.
VANDERBILT UNIVERSITY, NASHVILLE, TENNESSEE
Sponsoring Agency: OFFICE OF EDUCATION (DHEW), WASHINGTON, D. C., BUREAU OF RESEARCH
EDRS: MF; HC
Descriptors: EXCEPTIONAL CHILD EDUCATION/ SPEECH HANDICAPPED/ FAMILY (SOCIOLOGICAL UNIT)/ INSTRUCTIONAL MATERIALS/ PRESCHOOL CHILDREN/ ARTICULATION (SPEECH)/ INITIAL TEACHING ALPHABET/ TEACHING METHODS/ PARENT PARTICIPATION/ WORKBOOKS/ MULTISENSORY LEARNING/ AUDITORY DISCRIMINATION/ SPEECH THERAPY/ VISUAL DISCRIMINATION/ PHONEMICS/ SYNTHESIS/ AUDITORY TRAINING/ PHONETIC ANALYSIS
Bureau No.: BR-6-2417
Designed to enable parents to help preschool, speech handicapped children enrolled in a program of speech correction by using materials based on the Initial Teaching Alphabet (ITA), these activities correlate with those used in therapy. A short period of time (15 to 20 minutes), a relaxed atmosphere, a regular schedule, and a quiet, non-distracting atmosphere are suggested for the activities. Pages of the child's manual are coded; the manual for parents replicates this material and provides an index to the code with instructions to be interpreted to the child. Ten activities focus on auditory discrimination, three on visual discrimination, 13 on sequencing, 20 on synthesis, 10 on analysis, and five on rhyming. (RP)

EC011254 ED026798
Lessons for Speech Pathologists.
GOLDMAN, RONALD
Publ. Date: 68-JAN 147P.
VANDERBILT UNIVERSITY, NASHVILLE, TENNESSEE
Sponsoring Agency: OFFICE OF EDUCATION (DHEW), WASHINGTON, D. C.
EDRS: MF; HC
Descriptors: EXCEPTIONAL CHILD EDUCATION/ INSTRUCTIONAL MATERIALS/ SPEECH HANDICAPPED/ PRESCHOOL CHILDREN/ SPEECH THERAPY/ VISUAL STIMULI/ ARTICULATION (SPEECH)/ AUDITORY TRAINING/ PHONEMICS/ PHONETICS/ MULTISENSORY LEARNING/ KINESTHETIC PERCEPTION/ AUDIOVISUAL AIDS/ INITIAL TEACHING ALPHABET/ TEACHING METHODS/ LESSON PLANS/ LINGUISTICS/ STORY READING/ AUDITORY DISCRIMINATION
Bureau No.: BR-6-2417
Designed by speech pathologists for use with preschool children, 54 lessons utilize the Initial Teaching Alphabet (ITA). Beginning with the presentation of a single sound and its ITA symbol, lessons progress systematically through all the symbols; synthesis of the elements into syllables, words, sentences, stories, and general conversation is structured; and the program is graded in difficulty. Materials are provided with the lessons and instructions for the therapists include reference to visual, auditory, and kinesthetic perceptual discrimination. Lessons can be used for either group or individual therapy; each lesson contains activities and a story. Forty-four visual symbols relating to phonemic elements of speech composing the ITA facilitate a multisensory approach to remediation of articulatory disorders. (RP)

EC011253 ED026797
Using the Initial Teaching Alphabet to Improve Articulation. Final Report.
GOLDMAN, RONALD
Publ. Date: 68-JAN 39P.
VANDERBILT UNIVERSITY, NASHVILLE, TENNESSEE
Sponsoring Agency: OFFICE OF EDUCATION (DHEW), WASHINGTON, D. C., BUREAU OF RESEARCH
EDRS: MF; HC
Descriptors: EXCEPTIONAL CHILD RESEARCH/ SPEECH HANDICAPPED/ SPEECH THERAPY/ AUDITORY TRAINING/ PRESCHOOL CHILDREN/ RESEARCH REVIEWS (PUBLICATIONS)/ VISUAL DISCRIMINATION/ INITIAL TEACHING ALPHABET/ SPEECH IMPROVEMENT/ ARTICULATION (SPEECH)/ AUDITORY DISCRIMINATION/ VISUAL STIMULI/ PHONEMICS/ INSTRUCTIONAL MATERIALS/ PARENT PARTICIPATION/ MULTISENSORY LEARNING/ AUDITORY TESTS/ PHONETIC ANALYSIS/ PHONETICS
Bureau No.: BR-6-2417
Twenty-four preschool children (aged 3-3 to 5-6) were studied to test the efficacy of newly developed phonemic-visual-oral materials in the correction of articulatory problems. All subjects were given an articulation test and a battery of five tests to measure auditory memory span and intelligence. Twelve children received 50 sessions of instruction, 1 hour long, using the new materials based on the Initial Teaching Alphabet and structured to cover auditory discrimination, sound sequencing, visual discrimination, phonemic synthesis and analysis, and rhyming. A control group of 12 was exposed to traditional articulation therapy procedure. The experimental group made significantly fewer errors in articulation after therapy than the control group based on the Goldman-Fristoe Filmstrip Articulation Test (p equals .05). No significant difference was found between groups in auditory memory skills and intelligence scores. Conclusions were that the experimental, visual-symbol approach has great potential in the modification of misarticulation. (RP)

EC010842 ED003854
Initial Teaching Alphabet (I.T.A.) for Instruction of Reading Disability Cases.
LEWIS, EDWARD R.
Publ. Date: 64- 22P.
SAN JOSE STATE COLLEGE, CALIFORNIA
Sponsoring Agency: OFFICE OF EDUCATION (DHEW), WASHINGTON, D. C.
EDRS: MF; HC
Descriptors: EXCEPTIONAL CHILD RESEARCH/ READING/ LEARNING DISABILITIES/ TEACHING METHODS/ INSTRUCTIONAL MATERIALS/ REMEDIAL READING CLINICS/ READING MATERIALS/ METHODS RESEARCH/ READING FAILURE/ READING INSTRUCTION/ READING DEVELOPMENT/ COMPARATIVE ANALYSIS/ REMEDIAL READING/ COMPARATIVE EDUCATION/ FOREIGN COUNTRIES/ ORTHOGRAPHIC SYMBOLS/ ALPHABETS/ SAN JOSE/ CALIFORNIA/ ENGLAND
Report No.: CRP-S-145
British experimental usage of Initial Teaching Alphabet (ITA) materials and procedures for instruction of reading disability cases was studied to determine if ITA methods and materials could be similarly used in a San Jose reading clinic. The investigator made observations in England of quality, format, concepts, and use of language in the ITA material. Findings were discussed under nine categories: ITA materials, pupil selection for ITA remedial work, remedial techniques with ITA, individual or group methods for use with ITA, phonetic or whole word approaches, diagnosis in ITA remediation, the use of supplementary materials, extent of teacher training, and ITA and the reading clinic. Generally ITA has had beneficial effects with children when a history of reading failure has existed. It was concluded that ITA materials available in England could be used in the United States with minor modifications in isolated books. However, additional materials which are not yet available in England include high interest, transitional, skill building, and supplementary materials, as well as ITA reading manuals. (JM)

EC010709
Learning to Hear the Written Word.
LARR, ALFRED L.
HEARING AND SPEECH NEWS V35 N3 P22-4 MAY 1967 Publ. Date: 67-MAY 3P.
CALIFORNIA STATE COLLEGE, LONG BEACH, SPEECH AND HEARING CLINIC
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ AURALLY HANDICAPPED / READING/ BEGINNING READING/ CHILDREN/ HARD OF HEARING/ INITIAL TEACHING ALPHABET/ READING INSTRUCTION
The Initial Teaching Alphabet (ITA) has advantages in helping hard of hearing children to read. The ITA supplies the need for a simple, consistent system based upon auditory symbols because it contains symbols for 44 sounds, 23 of which are identical to the orthographic (conventional) alphabet. The children therefore learn to think in terms of sounds, rather than just visual symbols, and lay a foundation for later speech fluency. A system of ITA has been developed which teaches rhythm of speech by capitalizing stressed syllables. The hearing handicapped child should be encouraged to make maximum use of amplification and to read aloud. The conventional alphabet symbols should be presented gradually. The ITA code helps the child develop kinesthetic awareness and enables him to get the feel of words as he sounds them out. It is hoped that widespread use of the ITA will help the hearing impaired child achieve higher levels of language and speech. Samples illustrating ease of reading are included. A reference lists nine items. (GD)

EC010669
The Disabled Reader; Education of the Dyslexic Child.
MONEY, JOHN, ED.; SCHIFFMAN, GILBERT, ED.
Publ. Date: 66- 423P.
Available from: THE JOHNS HOPKINS PRESS, BALTIMORE, MARYLAND 21218 ($8.50).
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ LEARNING DISABILITIES/ TEACHING METHODS/ READING/ READING ABILITY/ REMEDIAL INSTRUCTION/ REMEDIAL PROGRAMS/ DYSLEXIA/ PERCEPTUALLY HANDICAPPED/ LATERAL DOMINANCE/ LANGUAGE HANDICAPS/ INITIAL TEACHING ALPHABET/ LINGUISTICS/ PHONICS/ MORPHOPHONEMICS/ KINESTHETIC METHODS/ SPELLING/ BEHAVIOR THEORIES/ EXPERIMENTAL PSYCHOLOGY/ PERCEPTUAL MOTOR COORDINATION/ CASE STUDIES (EDUCATION)
Twenty-two papers consider theories of reading disability and various teaching methods. Disorders of spelling, linguistics, developmental factors in reading and writing backwardness, reading as operant behavior, experimental psychology of learning to read, the epidemiology of reading retardation and a program for preventive intervention, and learning and not learning to read are discussed. Teaching methods presented as alternatives to the whole word method are the Orton-Gillingham approach, tracing and kinesthetic techniques, the Initial Teaching Alphabet, the morphologico-algebraic approach, the color phonics system, and the progressive choice reading method; mature content for immature skills and program administration in a school system are included. Case histories illustrate space-form deficit, directional rotation and poor finger localization, conceptual idiosyncrasy, phonemic-grapheme matching defect, arrested literacy, and the developmental Gerstmann syndrome. A critique on teaching reading is presented. A glossary, a bibliography, and a selected bibliography of tests are included. (LE)

EC010144
Initial Teaching Alphabet and the Hearing Impaired Child.
DUFFY, JOHN K.
VOLTA REVIEW, VOLUME 68, 1966. Publ. Date: 111P.
BROOKLYN COLLEGE OF CITY OF NEW YORK, NEW YORK, DIVISION OF SPEECH PATHOLOGY AND AUDIOLOGY, DEPT. OF SPEECH
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD EDUCATION/ AURALLY HANDICAPPED / CHILDREN/ HARD OF HEARING/ READING INSTRUCTION/ LANGUAGE INSTRUCTION/ SPEECH INSTRUCTION/ INITIAL TEACHING ALPHABET/ ALPHABETS/ LANGUAGE DEVELOPMENT/ DEAF/ PRESCHOOL CHILDREN/ INSTRUCTIONAL MATERIALS
The Initial Teaching Alphabet (ITA) is recommended for use with young deaf children because it is a simple, logical, and carefully structured method associating only one sound with each symbol. The ITA enables an interchange of auditory perception and spoken language with visual perception. Each reinforces the other. Reading, writing, speaking, and language will develop simultaneously. ITA materials can be adapted to techniques of individual teachers. Early diagnosis (ideally before age 1), adequate language stimulation, and intensive formal language instruction including the ITA (after age 2) will aid speech and language achievement. This article was published in The Volta Review, Volume 68, Number 2, pages 150-153, February 1966. (EB)

EC010137
Orthographic Systems Used in Education of the Deaf.
AVERY, CHARLOTTE B.
VOLTA REVIEW, VOLUME 69, 1967. Publ. Date: 111P.
JOHN TRACY CLINIC, LOS ANGELES, CALIFORNIA
EDRS: NOT AVAILABLE
Descriptors: EXCEPTIONAL CHILD RESEARCH/ AURALLY HANDICAPPED/ INSTRUCTIONAL MATERIALS/ PROFESSIONAL EDUCATION/ DEAF/ ORTHOGRAPHIC SYMBOLS/ TEACHER EDUCATION/ SPECIAL SCHOOLS/ SPEECH INSTRUCTION/ STUDENTS/ LANGUAGE ARTS/ ALPHABETS/ ALCORN SYMBOLS/ INTERNATIONAL PHONETIC ALPHABET/ INITIAL TEACHING ALPHABET/ NORTHAMPTON CHARTS/ THORNDIKE SPELLINGS
A survey was made of teacher training institutions and schools for the deaf to determine the systems of orthography most frequently used. Information was sought in the following systems Alcorn Symbols, International Phonetic Alphabet, Initial Teacher Alphabet, Northampton Charts, and Thorndike Spellings. Fifty-one teacher training centers and 75 school programs were contacted. Replies were received from 25 training centers and 68 schools. In frequency of use, the Northampton Charts ranked first and the Thorndike Spellings ranked second. Twenty of the 25 training centers used two or more systems. Two-thirds of the training students were also exposed to the Initial Teaching Alphabet, although only nine of the 25 centers are using it. Only 11 of the 68 schools for the deaf surveyed do not use the Northampton Charts. Educational materials produced for national consumption using the Northampton Charts and Thorndike Spellings should be expected to be of orthographic use to all but .004 percent of deaf pupils and all but .02 percent of students in training. Three tables present data. This article was published in The Volta Review, Volume 69, Number 3, pages 208-210, March 1967. (RS)

PART III

COMPUTER-BASED INFORMATION SEARCH AND ANALYSIS OF REFERENCES TO THE INITIAL TEACHING ALPHABET IN THE PSYCHOLOGICAL ABSTRACTS DATA BASE

DATA BASE DESCRIPTION

The Psychological Abstracts data base spans the period from 1967 to the present. It currently contains more than 230,000 abstracts, with new entries being added at an annual rate of about 25,000. The data base is updated monthly. The American Psycholgical Association abstracts materials of interest from more than 2,000 periodicals, books, and reports, etc., published worldwide; more than 30 languages with translations are included. The file is known internationally for its summaries of the world's literature in psychology and related desciplines.

The Thesaurus of Psychological Index Terms consists of approximately 4,000 subject terms. In addition to the standard thesaurus cross references, there are two additional references which are added to this thesaurus as an aid to retrieval, viz.: "identifiers" and "see." The "see" references are employed as reciprocals of the identifier references. The thesaurus contains a number of terms which are followed by a slash, indicating very broad terms, e.g., Ability/, Measurement/, etc., which may be used for indexing and retrieval when a more specific term cannot be used to represent the subject matter.

A Psychological Abstracts citation contains the following elements: an index phrase (also called a free phrase), the index terms, and a content classification code. An average of 5 to 6 index terms are posted for each citation. The organization of these classification systems are illustrated in the attached printouts.

SEARCH DESCRIPTION

The search of the occurrence of references to the Initial Teaching Alphabet, ITA, in the Psycholgical Abstracts data base was carried out on November 16, 1976, at Teachers College, Columbia University, using a terminal connected to the online Lockheed Dialog Retrieval Service in Palo Alto, California. The following sets of search terms were employed:

SET. NO.	SEARCH TERM	NO. OF OCCURRENCES
1.	Initial Teaching Alphabet	36
2.	ITA	15
3.	(1 OR 2)	39
4.	Bilingual?*	314
5.	Bicultural?*	30
6.	(1 OR 2) AND (4 OR 5)	1

*Truncation = searching on word stems to broaden the search.

INDEX TERMS

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1969 VOL NO: 43 NO: 16464
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DEAF: 1970 VOL NO: 44 NO: 19389

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DOC YEAR: 1975 VOL NO: 53 ABSTRACT NO: 12463
The effects of I.T.A. on the reading achievement of Mexican-American children.
Robertson, Douglas J.; Trepper, Terry S.
California State U, Northridge
Reading World 1974 Dec Vol 14(2) 132-139
52 Mexican-American bilingual 4th graders, 26 who were initially instructed via the Initial Teaching Alphabet (ITA) and 26 who were taught using traditional orthography, were tested on a variety of reading achievement tests. ITA Ss scored significantly higher than the traditional group on all tests, including their reading grade level. Some reasons for the success of ITA with Mexican-American children are given.
CLASSIFICATION- 16
SUBJECT TERMS- READING ACHIEVEMENT, ELEMENTARY SCHOOL STUDENTS, MEXICAN AMERICANS, INITIAL TEACHING ALPHABET, TEACHING METHODS, ORTHOGRAPHY; 43100, 16630, 31250, 25410, 51740, 35890
INDEX PHRASE- Initial Teaching Alphabet vs traditional orthography, reading achievement, Mexican-American 4th graders

DOC YEAR: 1976 VOL NO: 55 ABSTRACT NO: 03060

Comparative attitudes and achievements of the 1963 i.t.a. and T. O. taught students in the tenth and eleventh grades.

Mazurkiewicz, Albert J.
Kean Coll

Reading World 1975 May Vol 14(4) 242-251

First-grade students who had been taught to read by the initial teaching alphabet (ITA) method demonstrated no negative achievement characteristics in reading, language arts, or spelling when compared, in the 10th grade, with their traditional orthography (TO) counterparts on standardized tests of achievement. The ITA-taught group showed a continuation of better spelling skills, first reported in the 3rd grade, and this better achievement in the 10th grade was almost statistically significant.

CLASSIFICATION- 35

SUBJECT TERMS- INITIAL TEACHING ALPHABET, SPELLING, READING ACHIEVEMENT, READING EDUCATION, ORTHOGRAPHY, STUDENT ATTITUDES, LANGUAGE ARTS EDUCATION, ELEMENTARY EDUCATION, HIGH SCHOOL STUDENTS; 25410, 49220, 43100, 43130, 35890, 50300, 27750, 16620, 22930

INDEX PHRASE- initial teaching alphabet vs traditional orthography method of reading instruction in 1st grade, attitudes & achievements in language arts & reading & spelling, 10th & 11th graders

DOC YEAR: 1975 VOL NO: 53 ABSTRACT NO: 06213

Severe reading disability and the initial teaching alphabet.

Lane, Alaine
Bridgeport Public School System, CT

Journal of Learning Disabilities 1974 Oct Vol 7(8) 479-483

Conducted a pilot study to determine whether the initial teaching alphabet (ITA) can serve as a remediation tool that would significantly improve the reading achievement level of 6th graders with a severe reading disability. Using the Gray Oral Reading Test in a public elementary school, 11 male and 3 female 11-13 yr old Puerto Rican and black 6th graders were identified as reading at or below the 2nd grade reading level. A prescribed training program with the ITA was followed for 100 school days. The Gray test was again administered, and reading levels were found to be significantly improved.

CLASSIFICATION- 16

SUBJECT TERMS- READING DISABILITIES, READING ACHIEVEMENT, INITIAL TEACHING ALPHABET, READING EDUCATION, TEACHING METHODS, SPECIAL EDUCATION STUDENTS, NEGROES, ETHNIC GROUPS: 43120, 43100, 25410, 43130, 51740, 49010, 33250, 18080

INDEX PHRASE- initial teaching alphabet, reading achievement level, Puerto Rican & black 6th graders with severe reading disabilities

DOC YEAR: 1974 VOL NO: 52 ABSTRACT NO: 06294

Spelling achievement and the initial teaching alphabet: Analysis of errors.

Petty, Walter T.; Murphy, J. Brien; Mohan, Madan
State U. New York, Buffalo

Elementary School Journal 1974 Feb Vol. 74(5) 309-313

Investigated the effect of learning the sound-symbols of letters on the improvement of spelling abilities. The specific problem was to determine whether or not pupils taught by the initial teaching alphabet (A) made more ''rational'' mistakes or misspellings related to sound-symbol generalizations than those pupils taught by traditional orthography (B). Ss were 573 rural 3rd, 4th, and 5th graders. 323 Ss had instruction based on A and the remainder were taught by B. Ss were then administered a spelling test of 50 words, one-half of which are usually found in 3rd grade spelling books and the remainder in 4th grade books. Results indicate that neither method had statistically significant effects. It is concluded that little is gained in spelling abilities by teaching patterns of sound-to-symbol generalizations.

CLASSIFICATION- 16

SUBJECT TERMS- ELEMENTARY SCHOOL STUDENTS, SPELLING, ORTHOGRAPHY, INITIAL TEACHING ALPHABET, LANGUAGE ARTS EDUCATION, TEACHING METHODS; 16630, 49220, 35890, 25410, 27750, 51740

INDEX PHRASE- initial teaching alphabet vs traditional orthography method of teaching spelling, spelling achievement, 3rd-5th graders

DOC YEAR: 1974 VOL NO: 51 ABSTRACT NO: 09898

Transfer of grapheme discrimination from cued to traditional orthography.

Oliver, Peter R.; May, Richard B.; Downing, John
U. Victoria, British Columbia, Canada

Journal of Experimental Education 1973 Sum Vol. 41(4) 82-87

Trained 60 kindergartners to discriminate the graphemes within words by assembling the words using only those graphemes that corresponded to the phonemic structure of the words. Ss were first trained using orthographies providing cues which emphasized the graphemic structure: either initial teaching alphabets (ITA) or 1 of 2 cued orthographies retaining the English alphabetic characters. Ss then assembled the same words printed in the traditional orthography. As hypothesized, transfer to the traditional orthography was easier for Ss initially trained with cue orthographies retaining English characters than for Ss trained with ITAs. Transfer from ITAs was facilitated when combined with one of the orthographies retaining English characters. (22 ref)

CLASSIFICATION- 16

SUBJECT TERMS- INITIAL TEACHING ALPHABET, KINDERGARTEN STUDENTS, TRANSFER (LEARNING), ORTHOGRAPHY, PHONEMES, READING EDUCATION; 25410, 27370, 53950, 35890, 38300, 43130

INDEX PHRASE- training with cue orthographies retaining English alphabetic characters vs initial teaching alphabets, transfer of grapheme discrimination from cued to traditional orthography, kindergartners

DOC YEAR: 1974 VOL NO: 51 ABSTRACT NO: 07980

A suburban school district's five year experience with the initial teaching alphabet.

Ward, Byron J.
Syracuse State School, Children's Habilitation Services, N.Y.

Reading World 1973 Oct Vol. 13(1) 52-70

Introduced the initial teaching alphabet (ITA) experimentally in 1 1st-grade class in each of 7 elementary schools in 1964. 3 U.S. Office of Education First Grade Study classes were controls for the 1st year of the study, and local groups served as controls for the 2nd and subsequent years of the project. Results of the experiment show that (a) ITA Ss made more rapid progress than controls in the 1st grade, (b) reading skills of ITA 2nd and 3rd graders improved over the 3-yr period, (c) spelling was not hindered by ITA instruction, and (d) some of the initial advantages of the ITA groups dissipated after the 1st grade. It is stressed that the decision to initiate ITA instruction should be based on individual school characteristics and the present data.

CLASSIFICATION- 16

SUBJECT TERMS- LONGITUDINAL STUDIES, ELEMENTARY SCHOOL STUDENTS, INITIAL TEACHING ALPHABET, READING ACHIEVEMENT; 28760, 16630, 25410, 43100

INDEX PHRASE- initial teaching alphabet, reading achievement, longitudinal study of 1st-3rd graders

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09973

Personality profiles of successful inner-city teachers.

Oden, Chester W.; MacDonald, W. Scott
Minnesota Metropolitan State Coll., St. Paul

Proceedings of the 81st Annual Convention of the American Psychological Association, Montreal, Canada 1973 Vol. 8 701-702

Students at an inner-city high school volunteered to nominate 5 effective teachers, then teachers and school administrators completed similar teacher-nomination forms. Finally, teachers took a personality assessment device. 2 distinct personality profiles were isolated: (a) A student-oriented, energetic but patient teacher profile (ITS) was identified by students and some teachers. (b) An administrative-oriented profile (ITA) was identified by administrators and a small group of teachers. The ITA was more concerned with details, following routine, and orderliness than attending to individual student needs. This model of identifying ideal teacher types may apply to other schools, though individual patterns of ITS and ITA may vary.

CLASSIFICATION- 16

SUBJECT TERMS- TEACHER PERSONALITY, SCHOOL ADMINISTRATORS, STUDENT ATTITUDES; 51630, 45530, 50300

INDEX PHRASE- student & school administrator nominations, personality profiles of effective teachers

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07731
Early predictions of optimum educational approaches to preventing reading failure in first grade children.
Hartlage, Lawrence C.
Proceedings of the 81st Annual Convention of the American Psychological Association, Montreal, Canada 1973 Vol. 8 719-720
Research in early detection of reading disabilities has typically involved correlational studies between psychometric instruments and reading outcome criteria, with few implications for prevention or amelioration of the problems identified. This project identified and measured 3 factorially pure abilities associated with reading outcome relative to the methods used in initial reading instruction for 1,428 1st graders. Ss were administered the Metropolitan Readiness Tests and the Prereading Expectancy Screening Scale within the 1st 6 wk. of school. At the completion of the 1st grade, Ss were individually tested on the word recognition portion of the Wide Range Achievement Test. Differential predictive correlates of reading success or failure were identified by sex for various teaching methods. Results support the feasibility of prescreening to determine the most effective approach for initial reading instruction for a given child, by matching his abilities with 1 of 3 standard teaching methods.
CLASSIFICATION- 16
SUBJECT TERMS- METROPOLITAN READING READINESS TEST, PHONICS, READING MEASURES, ELEMENTARY SCHOOL STUDENTS, ACADEMIC ACHIEVEMENT PREDICTION, INITIAL TEACHING ALPHABET, READING EDUCATION, READING ACHIEVEMENT; 31240, 38320, 43150, 16630, 00210, 25410, 43130, 43100
INDEX PHRASE- prereading screening using Metropolitan Readiness Tests & Prereading Expectancy Screening Scale & teaching reading using whole word vs. linguistic-phonetic vs. initial teaching alphabet method, prediction of reading success, 1st graders

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07933
Auditory perception, reading and the Initial Teaching Alphabet.
Rampp, Donald L.; Covington, Jan R.
Memphis Speech & Hearing Center, Tenn.
Journal of Learning Disabilities 1972 Oct Vol. 5(8) 497-500
Examined the effectiveness of the Initial Teaching Alphabet reading program for children with auditory perceptual disturbances. 10 male 8-12 yr. olds were administered a specific, structured reading program. The Gray Oral Reading Test was employed both prior to and following completion of the program in order to measure reading improvement. Results reveal that Ss were reading significantly better at the conclusion of the 40-wk program. Specific difficulties encountered by 3 Ss in auditory blending and transition are noted.
CLASSIFICATION- 16
SUBJECT TERMS- SCHOOL AGE CHILDREN, AUDITORY PERCEPTION, PERCEPTUAL DISTURBANCES, REMEDIAL READING, INITIAL TEACHING ALPHABET; 45540, 04720, 37420, 43890, 25410
INDEX PHRASE- Initial Teaching Alphabet reading program, reading improvement, 8-12 yr. olds with auditory perceptual disturbances

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 03277
Differentiation of grapheme-phoneme units as a function of orthography.
Oliver, Peter R.; Nelson, Jacquelyn M.; Downing, John
U. Victoria, British Columbia, Canada
Journal of Educational Psychology 1972 Oct Vol. 63(5) 487-492
Examined the ability of 40 kindergartners to visually differentiate the graphemic structure of words, using 4 different orthographies. Ss were asked to assemble a series of words using graphemic units corresponding to the phonemic structure of the words. The words were presented in (a) the traditional orthography (b) initial teaching alphabet (i.t.a.), and (c) 2 additional orthographies (spacing and underlining) designed to incorporate graphic cues pertaining to the graphemic structure of the words. Results support the hypothesis that Ss would be more able to correctly assemble words when presented in orthographies providing graphic cues than in the traditional orthography. Implications concerning the effectiveness of the i.t.a. vs. other orthographies are discussed. (24 ref.)
CLASSIFICATION- 16
SUBJECT TERMS- ORTHOGRAPHY, ALPHABETS, CUES, PHONEMES; 35890, 01900, 12680, 38300
INDEX PHRASE- traditional orthography vs. initial teaching alphabet vs. orthographies providing graphic cues, differentiation of grapheme-phoneme units, kindergartners

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 03185
On teaching disadvantaged preschoolers to read: A successful experiment.
Hamblin, June A.; Hamblin, Robert L.
U. Arizona, Inst. of Research
American Educational Research Journal 1972 Spr Vol. 9(2) 209-216
Assessed the effects of peer tutoring and token reinforcement on the rate of learning to read. The children read initial teaching alphabet materials 10 min/day with a teacher and learned symbols and words on a Language Master 10 min/day with a peer or an adult tutor. Tokens and material backups were earned by attending or by learning symbols and words. The results show that peer tutoring (vs. adult tutoring) and tokens for reading (vs. tokens for attendance) did substantially and significantly improve the rate at which the children learned to read. The effects were additive.
CLASSIFICATION- 16
SUBJECT TERMS- PEER TUTORING, SECONDARY REINFORCEMENT, PRESCHOOL AGE CHILDREN, READING ACHIEVEMENT: 37150, 46070, 40160, 43100
INDEX PHRASE- peer tutoring & token reinforcement, learning to read, disadvantaged preschoolers

DOC YEAR: 1972 VOL NO: 48 ABSTRACT NO: 10595
Plasticity at unitary level: I. An experimental design.
Ben-Ari, Yehezkel
Center for Studies of Neurophysiology, Paris, France
Electroencephalography & Clinical Neurophysiology 1972, Jun, Vol. 32(6), 655-665
Studied the evolution of spontaneous and evoked unit activity in the amygdaloid complex during sensory-sensory association procedures in acutely-prepared immobilized adult cats. The experimental design included a parallel study of successive responses and spontaneous activity, referred to as trial activity (TA) and intertrial activity (ITA). TA was analyzed sequentially and statistically by dot displays and poststimulus time histograms, etc. ITA was analyzed nonsequentially by interspike interval and joint interval histograms. Analysis of changes in 2 of the cells recorded in this series is described in detail, and modification of the ITA in terms of both frequency and pattern of discharge is shown. (French summary) (19 ref.)
CLASSIFICATION- 05
SUBJECT TERMS- Evoked Potentials, Perceptual Motor Processes, Electrical Activity, Brain, Cats: 18330, 37490, 16420, 06750, 07980
INDEX PHRASE- spontaneous & evoked unit activity in amygdaloid complex during sensory-sensory association procedures, cat

DOC YEAR: 1972 VOL NO: 48 ABSTRACT NO: 09944

Attitudes, writing fluency, reading achievement: A comparison between I.T.A. and T.O. trained children.
Trost, David M.
U. Michigan
Dissertation Abstracts International 1972, May, Vol. 32(11-A), 6114-6115.
CLASSIFICATION- 16
SUBJECT TERMS- Student Attitudes, Academic Achievement, Elementary School Students, Teaching Methods: 50300, 00190, 16630, 51740
INDEX PHRASE- attitudes toward reading & writing fluency & reading achievement, initial teaching alphabet vs. traditional orthography training, students

DOC YEAR: 1972 VOL NO: 48 ABSTRACT NO: 01944
The i.t.a. transition problem: A comparative study.
Shapiro, Bernard J.; Willford, Robert E.; Shapiro, Phyllis P.
Boston U.
Journal of Educational Research 1971, Oct, Vol. 65(2), 57-60
Investigated the measured effectiveness of 3 instructional strategies applied to the reading, spelling, and language achievement of 12 classes of 2nd graders undergoing transition from the initial teaching alphabet to traditional orthography. Findings indicate that although at the end of the transition period all groups had made statistically significant gains over their pretransition level, the more structured transition strategies appeared to be the most effective.
CLASSIFICATION- 16
SUBJECT TERMS- Elementary School Students, Academic Achievement, Curriculum, Teaching Methods: 16630, 00190, 12810, 51740
INDEX PHRASE- transition from initial teaching alphabet to traditional orthography, instructional strategies applied to reading & spelling & language achievement, 2nd graders

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 03792
A review of learning principles applicable to preschool reading instruction.
McDowell, Eugene E.
Western Carolina U.
Educational Technology 1971, Feb, Vol. 11(2), 67-72
There is considerable evidence in the literature that preschool age children can be taught beginning reading skills. Because reading is a learned phenomenon, psychological principles of learning should have relevance for techniques of beginning reading instruction. Transfer of training and operant conditioning principles are discussed in terms of their relevance for teaching beginning reading. Empirical evidence for the applicability of these principles is presented by reviewing a number of studies of beginning reading instruction with preschool children. Among the topics considered in these studies were multimethod reading instruction, the ''initial teaching alphabet,'' intralist similarity, discrimination pretraining, and programmed instruction. The studies reported indicate the necessity for additional basic and applied research in these and other areas. There is also an equal need for educators to demonstrate a willingness to apply these principles in instructional settings when empirical evidence demonstrates that educational objectives will be facilitated by so doing. (52 ref.)
CLASSIFICATION- 16
SUBJECT TERMS- Preschool Age Children, Learning Theory, Avoidance Conditioning, Teaching Methods; 40160, 28020, 05200, 51740
INDEX PHRASE- preschool reading instruction, review of learning principles of transfer of training & operant conditioning

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 01835
An experiment in teaching method using I.T.A. in England.
Tudor-Hart, Beatrix
Bulletin of the Orton Society 1969, Vol. 19, 81-89
Using the initial teaching alphabet (ita) for a sample of about 800 british children during their infant school years, approximately 400 were taught reading by each of 2 procedures. One group began with sight recognition, or ''looksay,'' then shifted to systematic phonics, while the other group began with phonics, shifting later to the sight recognition emphasis. Complete reading failure occurred almost exclusively with ss who began learning with sight-recognition. On the comprehension test given at the end of the infant school to the ss who had previously passed a word reading test, the ss in the phonics-1st group performed better than the sight-1st group. Using ita, many advantages and no disadvantages were found to accrue to ss who were 1st given a systematic phonics approach to reading.
CLASSIFICATION- 16
SUBJECT TERMS- Vision, Elementary School Students, Teaching Methods, Recognition (Learning); 55820, 16630, 51740, 43350
INDEX PHRASE- sight recognition vs. phonics in initial teaching alphabet, children

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 01830
A comparison of oral and written language of third-grade children instructed in I.t.a. or T.o. in first grade.
Sandel, Lenore
Hofstra U.
Dissertation Abstracts International 1971, Jul, Vol. 32(1-A), 313-314.
CLASSIFICATION- 16
SUBJECT TERMS- Language Development, Childhood Development, Teaching Methods; 27760, 08760, 51740
INDEX PHRASE- oral & written language development, initial teaching alphabet vs. traditional orthography, 1st graders, longitudinal effect

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 11746
Psycholinguistic abilities of good and poor reading disadvantaged first-graders.
Bruininks, Robert H.; Lucker, William G.; Gropper, Robert L.
U. Minnesota
Elementary School Journal 1970, Apr, Vol. 70(7), 378-386
Disadvantaged children who had attended Grade 1 in either 1964 or 1965, and had participated in experimental reading and language development projects, served as Ss. 1 group of 171 Ss were taught to read with a series that used the initial teaching alphabet and another group of 160 were taught to read with a series that used traditional orthography. All were finally classified as ''good'' or ''poor'' readers. Toward the end of Grade 1, Ss in both reading approaches were given the Illinois Test of Psycholinguistic Abilities, Experimental Edition. The prediction that poor readers would be significantly inferior to good readers on psycholinguistic abilities was partially supported. Findings suggest ''the need to incorporate intensive auditory perception and language training into the reading readiness program for disadvantaged 1st-graders who have auditory deficits.'' (26 ref.)
CLASSIFICATION- 16
SUBJECT TERMS- LANGUAGE DEVELOPMENT, PSYCHOLINGUISTICS, ABILITY/, DISADVANTAGED; 27760, 41700, 00070, 14370
INDEX PHRASE- psycholinguistic abilities, initial teaching alphabet vs. traditional orthography reading approaches, good vs. poor reading disadvantaged 1st graders

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 07824
The effect of token exchange instruction and peer tutoring on I.T.A. reading ability of disadvantaged preschool children.
Hamblin, Mary J.
St. Louis U.
Dissertation Abstracts International 1971, Feb, Vol. 31(8-A), 3777-3778.
CLASSIFICATION- 16
SUBJECT TERMS- DISADVANTAGED, LEARNING/, PRESCHOOL AGE CHILDREN, TEACHING METHODS; 14370, 28030, 40160, 51740
INDEX PHRASE- initial teaching alphabet reading ability, token exchange instruction & peer tutoring, disadvantaged preschool children

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 07102
Comparing i.t.a. with colour story reading.
Jones, J. Kenneth
U. London, Inst. of Education, England
Educational Research 1968, Jun, Vol. 10(3), 226-234
Compares the results of a previous 2-yr investigation of Color Story Reading (CSR) in about 400 beginning reading children, with a similar previous investigation of the Initial Teaching Alphabet (ITA). In both experiments Ss were split into control and experimental groups matched for school, age, sex, social class, and intelligence. Comparison on the basis of terminal performance on the Schonell Graded Word Reading Test and Schonell Graded Word Spelling Test ''A'' revealed that (a) control groups in the 2 experiments did not differ in scores; (b) the experimental top 3rd in the CSR investigation were 22 mo. ahead of their controls in reading, compared with 3 mo. for the ITA top 3rd; (c) the CSR experimental top 3rd was 17 mo. ahead of their controls in spelling, as compared to 3 mo. behind for the ITA experimental top 3rd. High scores by the CSR experimental group were suggested to be attributable to the ease of learning to read by the CSR method and the efficiency of transfer of learning to traditional orthography. (21 ref.)
CLASSIFICATION- 16
SUBJECT TERMS- TEACHING METHODS, SCHOOL LEARNING, ELEMENTARY SCHOOL STUDENTS; 51740, 45670, 16630
INDEX PHRASE- reading proficiency, Initial Teaching Alphabet vs. Color Story Reading methods, beginning reading children

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 03096
Comment on ''Spelling achievement following I.T.A. instruction.''
Asher, J. William
Purdue U.
Reading Teacher 1968, Nov, Vol. 22(2), 153-156, 169
Critically examines A. J. Mazurkiewicz and P. A. Lamana's study which deals with the residual effects of initial teaching alphabet (ITA) on spelling, once children have made the transition into traditional orthography (TO). It is demonstrated that firm conclusions, from this study, about ITA and TO teaching methods are prevented by: (a) errors in experimental design and statistical testing, (b) inadequate definition of populations and sampling methods, (c) inadequate description of the teaching methods and procedures that define the initial ITA and the TO methods, and (d) the unexplained variability in the data over time.
CLASSIFICATION- 16
SUBJECT TERMS- TEACHING METHODS, CURRICULUM, ACADEMIC ACHIEVEMENT; 51740, 12810, 00190
INDEX PHRASE- spelling achievement, initial teaching alphabet vs. traditional orthography teaching method

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 21633
New approaches to easing word attack at the beginning reader levels.
Dietrich, Dorothy M.
Union Free School District No. 2, Uniondale, N.Y.
Reading Teacher 1970, 23(6), 511-515.
Describes techniques and research related to 5 methods of teaching reading which have been regularly proposed within the last 10 yr. The words in color approach places the responsibility upon the student, but little research has been done on this method. Linguistic approaches often emphasize syntax, pitch, and stress; however, again research has not produced any definitive results. Programed instruction methods have been criticized for requiring an unnecessary amount of work on the part of the teacher. The initial teaching alphabet (ITA) method appears to have the advantage of teaching early writing and spelling skills, but research indicates that the advantages of ITA and phonics approaches disappear by the end of the 3rd grade. In general, the superiority of any 1 approach has not been demonstrated.
CLASSIFICATION- 16
SUBJECT TERMS- WORDS (PHONETIC UNITS), PROGRAMED INSTRUCTION, PSYCHOLINGUISTICS, LANGUAGE DEVELOPMENT; 57020, 40870, 41700, 27760
INDEX PHRASE- easing word attack at beginning reader levels, linguistics vs. words in color vs. programed instruction vs. phonics vs. initial teaching alphabet

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 21594
Summary of the second-grade phase of the Cooperative Research Program in primary reading instruction.
Dykstra, Robert
U. Minnesota
Reading Research Quarterly 1968, 4(1), 49-70.
Considered 3 basic questions: (a) To what extent are various readiness characteristics of beginning 1st graders related to pupil achievement in reading, spelling, and language skills at the end of the 2nd grade? (b) How do linguistic, initial teaching alphabet, language experience, and phonic/linguistic programs compare in effectiveness with conventional basal programs at the end of the 2nd grade? (c) What is the relative influence on 2nd grade achievement of the project (in most cases a school system) in which a pupil learns to read and the method and/or materials which comprise the instructional program? Results reveal that knowledge of letter names, intelligence, and auditory discrimination measured at the beginning of 1st grade are the best predictors of the various measures of achievement at the end of 2 yr. of instruction. The analysis of methodology indicates that linguistic, phonic/linguistic, and initial teaching alphabet programs were generally superior to conventional basal programs in terms of pupil achievement in word recognition and spelling at the end of Grade 2. Results also indicate that the project in which a child learns to read appears to be more crucial to his progress than the particular instructional program in which he is enrolled. (French & Spanish summaries)
CLASSIFICATION- 16
SUBJECT TERMS- ACADEMIC ACHIEVEMENT PREDICTION, TEACHING METHODS, EVALUATION, LEARNING/; 00210, 51740, 18260, 28030
INDEX PHRASE- Cooperative Research Program primary reading instruction, achievement predictors & methodology analysis & project effectiveness in 2nd grade phase

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 19389
Teaching communication skills to preschool hearing impaired children using the initial teaching alphabet.
Fleetwood, Dorothy A.
U. Alabama
Dissertation Abstracts International 1970, 30(8-A), 3188.
CLASSIFICATION- 16
SUBJECT TERMS- SPECIAL EDUCATION, COMMUNICATION/, DEAF, PRESCHOOL AGE CHILDREN, TEACHING METHODS; 48930, 10570, 13100, 40160, 51740
INDEX PHRASE- teaching communication skills with initial teaching alphabet, preschool hearing impaired children

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 17535
The relationship of reading method and reading achievement to ITPA sensory modalities.
Smith, Doreen M.
U. Georgia
Dissertation Abstracts International 1970, 30(7-A), 2916.
CLASSIFICATION- 16
SUBJECT TERMS- TEACHING METHODS, ACHIEVEMENT, PERCEPTUAL MOTOR PROCESSES, ELEMENTARY SCHOOL STUDENTS; 51740, 00470, 37490, 16630
INDEX PHRASE- Initial Teaching Alphabet vs. Words in Color vs. Supplemental Conventional Reading Program & reading achievement & Illinois Test of Psycholinguistic Abilities sensory modalities, disadvantaged 1st-2nd graders

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 09372
A follow-up of children in the first i.t.a. experiment.
Downing, J.; Latham, W.
U. London, Inst. of Education, England
British Journal of Educational Psychology 1969, 39(3), 303-305.
Administered 2 follow-up tests to pupils in the original initial teaching alphabet (ITA) experiment; the NFER Sentence Reading Test I at the beginning of the 5th yr. of school, and the NFER English Progress Test B at the end of the 5th yr. The superiority of the ita group at the end of the 3rd yr. was maintained in both these tests in the 5th yr. It seems possible that these Ss have developed an understanding of the structure of English which they are using to map the more complex traditional orthography code.
CLASSIFICATION- 16
SUBJECT TERMS- ELEMENTARY SCHOOL STUDENTS, LANGUAGE DEVELOPMENT, TEACHING METHODS; 16630, 27760, 51740
INDEX PHRASE- original Initial Teaching Alphabet experiment, follow-up tests, 5th graders

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 09371
The perception of linguistic structure in learning to read.
Downing, J.
U. London, Inst. of Education, England
British Journal of Educational Psychology 1969, 39(3), 267-271.
Hypothesizes that initial teaching alphabet's (ITA's) clarification of linguistic structure facilitates perception of phonemes, spoken-words, graphemes, and written words as individual units, and that this is an important factor in the superior achievements of ITA taught pupils. It is argued that, contrary to M. D. Vernon's view, this perceptual facilitation should lead to improvements in the process of synthesis.
CLASSIFICATION- 16
SUBJECT TERMS- PSYCHOLINGUISTICS, MEANINGFULNESS, SCHOOL LEARNING, LEARNING/; 41700, 30180, 45670, 28030
INDEX PHRASE- Initial Teaching Alphabet, facilitation of perception of linguistic structure & learning to read

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 17928
A study of selected personality and academic change in a group counseling setting and a reading instruction situation.
Cory, Mark R.
U. North Dakota
Dissertation Abstracts 1969, 29(11-A), 3826.
CLASSIFICATION- 16
SUBJECT TERMS- ACADEMIC ACHIEVEMENT, PERSONALITY CHANGE, ELEMENTARY SCHOOL STUDENTS, ACADEMIC ACHIEVEMENT, HIGH SCHOOL STUDENTS, READING DISABILITIES; 00190, 37720, 16630, 00190, 22930, 43120
INDEX PHRASE- personality & academic change, group counseling setting & instruction in Initial Teaching Alphabet, 7th-9th graders with reading deficiencies

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 16464
A study utilizing the cloze test procedure to determine reading levels of first grade children who have been taught beginning reading by four different approaches.
Kirchhoff, Leo H.
U. Kansas
Dissertation Abstracts 1969, 29(10-A), 3329.
CLASSIFICATION- 16
SUBJECT TERMS- PROGRAMED INSTRUCTION, INVENTORIES, ACADEMIC ACHIEVEMENT, ELEMENTARY SCHOOL STUDENTS, TEACHING METHODS; 40870, 26490, 00190, 16630, 51740
INDEX PHRASE- Initial Teaching Alphabet vs. Sullivan Programmed Reading vs. Linguistics vs. Basal Approach, Informal Reading Inventory, 1st graders

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 08617
i/t/a for a special class.
Brooking, Thelma
Mechanicville Public School, N.Y.
New York State Education 1966, 53(9), 18.
A brief description of the successful use of Pitman's initial teaching alphabet to introduce reading for intermediate grade mentally handicapped children.
CLASSIFICATION- 15
SUBJECT TERMS- TEACHING METHODS, LEARNING/, MENTAL RETARDATION, SCHOOL LEARNING, SPECIAL EDUCATION; 51740, 28030, 30870, 45670, 48930
INDEX PHRASE- teaching method/alphabet, intermediate grades, retarded children

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 06007
Transfer effects from traditional orthography to Pitman's Initial Teaching Alphabet.
Rolf, Fred J.
U. Michigan

Dissertation Abstracts 1968, 29(3-A), 819-820.
CLASSIFICATION- 16
SUBJECT TERMS- TEACHING METHODS, ELEMENTARY SCHOOL STUDENTS, TRANSFER (LEARNING), VERBAL LEARNING; 51740, 16630, 53950, 55550
INDEX PHRASE- Initial Teaching Alphabet, transfer effects from traditional orthography, 1st-6th graders

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 04534
The effect of two different orthographies on beginning reading.
Kirkland, Eleanor R.
U. California, Berkeley
Dissertation Abstracts 1968, 29(2-A), 514-515.
CLASSIFICATION- 16
SUBJECT TERMS- TEACHING METHODS, ACHIEVEMENT MEASURES, ELEMENTARY SCHOOL STUDENTS; 51740, 00490, 16630
INDEX PHRASE- reading/beginning, Initial Teaching Alphabet vs. traditional alphabet, SRA Primary Mental Abilities Test & Gates Primary & Advanced Reading Tests & Botel Phonetics Mastery Test & Stanford Primary Reading Test, 1st graders

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 03053
Teaching reading to retardates: A comparison of initial teaching alphabet with traditional orthography.
Mathias, Daniel C.
U. Wisconsin
Dissertation Abstracts 1968, 29(1-A), 69-70.
CLASSIFICATION- 16
SUBJECT TERMS- SPECIAL EDUCATION, MENTAL RETARDATION, LEARNING/, TEACHING METHODS, ACHIEVEMENT MEASURES; 48930, 30870, 28030, 51740, 00490
INDEX PHRASE- mental retardates/teaching reading to, initial teaching alphabet vs. traditional orthography, Metropolitan Reading Readiness Test

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 14513
THE EFFECTS OF THE INITIAL TEACHING ALPHABET ON EDUCATIONALLY SUBNORMAL PUPILS: A SURVEY OF TEACHER'S REPORTS.
DOWNING, JOHN
U. LONDON, INST. OF EDUCATION, ENGLAND
SLOW LEARNING CHILD: THE AUSTRALIAN JOURNAL ON THE EDUCATION OF BACKWARD CHILDREN 1967 . 13(3), 164-175.
SURVEYS PREVIOUS RESEARCH ON THE INITIAL TEACHING ALPHABET (I.T.A.), AND LISTS ITS ADVANTAGES FOR EDUCATIONALLY SUBNORMAL (ESN) PUPILS OF WHICH THE GREATEST IS POSSIBLY ''IN REDUCING THE TOTAL BURDEN OF DIFFICULTIES FROM WHICH THE ESN CHILDREN SUFFER.'' THE RESULTS OF A SURVEY OF ESN SCHOOLS USING I.T.A. SHOW THAT INCREASED MOTIVATION AND SELF-CONFIDENCE WERE THE MOST FREQUENTLY REPORTED BENEFITS OF THE I.T.A., BUT A NUMBER OF SCHOOLS PROVIDED TEST DATA SHOWING ACTUAL IMPROVEMENTS IN TRADITIONAL ORTHOGRAPHY (T.O.) READING. ''NO OBVIOUS DIFFICULTY AT THE STAGE OF TRANSITION FROM I.T.A. TO T.O. SEEMS TO HAVE BEEN NOTED . . . .''
CLASSIFICATION- 16
SUBJECT TERMS- SPECIAL EDUCATION, TEACHING METHODS, READING DISABILITIES, DYSLEXIA, MENTAL RETARDATION, TREATMENT/, REVIEW (OF LITERATURE); 48930, 51740, 43120, 15610, 30870, 54190, 44500
INDEX PHRASE- INITIAL TEACHING ALPHABET, BENEFITS TO EDUCATIONALLY SUBNORMAL PUPILS, REVIEW

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 04557
THE COOPERATIVE RESEARCH PROGRAM IN FIRST-GRADE READING INSTRUCTION.
BOND, GUY L.; DYKSTRA, ROBERT
U. MINNESOTA
READING RESEARCH QUARTERLY 1967 . 2(4), 5-142.
REPORTS ON THE COORDINATING CENTER OF THE COOPERATIVE RESEARCH PROGRAM IN 1ST-GRADE READING INSTRUCTION. DATA WERE COMPILED FROM 27 STUDIES RELEVANT TO: (1) CHARACTERISTICS RELATED TO PUPIL ACHIEVEMENT IN 1ST GRADE READING AND SPELLING, (2) READING INSTRUCTION APPROACHES PRODUCING SUPERIOR READING AND SPELLING, AND (3) PROGRAMS EFFECTIVE OR INEFFECTIVE FOR PUPILS WITH HIGH OR LOW READING READINESS. BASAL, BASAL PLUS PHONICS, INITIAL TEACHING ALPHABET, LINGUISTIC, LANGUAGE EXPERIENCE, AND PHONIC/LINGUISTIC APPROACHES TO INSTRUCTION WERE EVALUATED. (FRENCH + SPANISH SUMMARIES) (3 P. REF.)
CLASSIFICATION- 16
SUBJECT TERMS- READING, EXPERIMENTATION/, ELEMENTARY SCHOOL STUDENTS, TEACHING METHODS, ACADEMIC ACHIEVEMENT; 43080, 18650, 16630, 51740, 00190
INDEX PHRASE- 1ST GRADE READING INSTRUCTION RESEARCH, ACHIEVEMENT + TEACHING METHODS

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 04440
METHODOLOGICAL PROBLEMS IN THE BRITISH I.T.A. RESEARCH.
DOWNING, JOHN; CARTWRIGHT, DAPHNE; JONES, BARBARA

U. LONDON, INST. OF EDUCATION, ENGLAND
READING RESEARCH QUARTERLY 1967 . 3(1), 85-100.
ATTEMPTS TO CLEAR UP MISCONCEPTIONS WHICH MAY HAVE BEEN CREATED BY R. W. MARSH (SEE 41:3) AND V. SOUTHGATE. MARSH ATTACKED ASSUMPTIONS OF J. DOWNING'S BOOK THE I.T.A. READING EXPERIMENT. REASONS ARE GIVEN FOR REJECTION OF MARSH'S ASSUMPTIONS AND ANALYTICAL METHODS. TEACHER VARIABLES AND LESS EASILY MEASURED SCHOOL VARIABLES WERE NOT FULLY CONSIDERED BY SOUTHGATE. ALSO, CONSTRAINTS BEYOND E'S CONTROL DID NOT ALLOW A SYSTEMATIC ASSESSMENT OF TEACHERS' ATTITUDES, AND CHANGES OF ATTITUDE DUE TO EXTRINSIC VARIABLES WERE NOT DEALT WITH EFFECTIVELY. (22 REF.)
CLASSIFICATION- 16
SUBJECT TERMS- READING, TEACHING METHODS, EXPERIMENTATION/, PROFESSIONAL CONTRIBUTION, SCHOOL LEARNING; 43080, 51740, 18650, 40690, 45670
INDEX PHRASE- INITIAL TEACHING ALPHABET RESEARCH IN BRITAIN, REPLY TO CRITICISM

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 12519
THE USE OF I.T.A. IN SPECIAL EDUCATION: A CRITICAL REVIEW.
GILLOOLY, WILLIAM B.
JOURNAL OF SPECIAL EDUCATION 1967 . 1(2), 127-134.
THE INITIAL TEACHING ALPHABET (ITA) ENCODES THE 40-ODD SOUNDS OF ENGLISH BY MEANS OF SYMBOLS, E.G., ''IE'' FOR THE SOUND OF ''EYE.'' THE REPORT STUDIES THE PROBLEM OF WHETHER OR NOT ITA WILL TRANSFER POSITIVELY TO TRADITIONAL ORTHOGRAPHY. BY THE USE OF OSGOOD'S RULES, WHEN THE SPOKEN SOUNDS, THE STIMULI, TRIGGER VARIOUS WRITTEN RESPONSES, INTERFERENCES WILL ENSUE. SEVERAL STUDIES ARE CITED TO CONFIRM OSGOOD'S CONCLUSIONS. NO DIFFERENCES WERE FOUND IN TOTAL READING ABILITIES BETWEEN GROUPS OF HIGHLY INTELLIGENT PUPILS WHO WERE TRAINED EITHER BY ITA OR TRADITIONAL ORTHOGRAPHY. SIMILAR CONCLUSIONS WERE FOUND WITH AVERAGE CHILDREN. CONFLICTING REPORTS ARE NOTED WITH RESPECT TO GROUPS OF LOW-INTELLIGENCE CHILDREN.
CLASSIFICATION- 16
SUBJECT TERMS- READING, REVIEW (OF LITERATURE), SPECIAL EDUCATION; 43080, 44500, 48930
INDEX PHRASE- INITIAL TEACHING ALPHABET TRAINING + FUTURE READING ABILITY, CHILDREN OF VARIED INTELLIGENCE, REVIEW

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 06694
EFFECT OF TOTAL ASSOCIATION AND CONCEPTUAL COHESIVENESS AMONG WORDS ON RECALL, CLUSTERING, AND RECOGNITION ASSOCIATION.
MARSHALL, GEORGE R.
SIR GEORGE WILLIAMS U., MONTREAL, QUEBEC, CANADA
PSYCHOLOGICAL REPORTS 1967 . 20(1), 39-44.
2 INDICES OF VERBAL RELATEDNESS, THE INDEX OF TOTAL ASSOCIATION (ITA) AND THE INDEX OF CONCEPT COHESIVENESS (ICC) COMPUTED FROM SINGLE-RESPONSE FREE WORD-ASSOCIATIONS WERE USED TO DESIGN LISTS OF WORDS PRESENTED TO SS FOR FREE RECALL FOR 3 SUCCESSIVE TRIALS. AMOUNT OF FREE RECALL AND CLUSTERING IN RECALL WERE SIGNIFICANTLY RELATED TO ITA, ICC, AND TRIALS. AMOUNT RECALLED WAS MORE SENSITIVE TO TOTAL ASSOCIATION (ITA) THAN TO RECODING PROCESSES (ICC); CLUSTERING WAS SENSITIVE TO BOTH. THE RECOGNITION OF WORD SETS SUBSEQUENT TO LIST PRESENTATION WAS SYSTEMATICALLY RELATED TO THE ITA AND ICC OF THE WORD SETS.
CLASSIFICATION- 04
SUBJECT TERMS- ASSOCIATIVE PROCESSES, VERBAL LEARNING, RECALL (LEARNING), RECOGNITION (LEARNING); 04160, 55550, 43290, 43350
INDEX PHRASE- TOTAL ASSOCIATION + CONCEPTUAL COHESIVENESS, FREE RECALL + CLUSTERING + RECOGNITION OF WORD SETS

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 05020
TEACHING READING TO FUNCTIONALLY ILLITERATE ADULT PRISON INMATES, USING THE INITIAL TEACHING ALPHABET.
SOLLIE, JAMES H.
U. ALABAMA
DISSERTATION ABSTRACTS 1966 . 27(5-B), 1645.
CLASSIFICATION- 16
SUBJECT TERMS- READING, PRISONERS, TEACHING METHODS; 43080, 40430, 51740
INDEX PHRASE- INSTRUCTION, INITIAL TEACHING ALPHABET, ILLITERATE PRISONERS

PART IV

COMPUTER-BASED INFORMATION SEARCH AND ANALYSIS OF REFERENCES TO THE INITIAL TEACHING ALPHABET IN THE LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS DATA BASE

DATA BASE DESCRIPTION

LANGUAGE AND LANGUAGE BEHAVIOR ABASTRACTS (LLBA), which first appeared in January, 1967, provides access to the world's literature on the nature and use of language with particular emphasis on speech and language pathology. LLBA is published quarterly in April, July, October, December, and the following March (Cumulative Index), by Sociological Abstracts, Inc.

LLBA provides comprehensive, current, and selective access to the world's literature in its designated area, whatever the disciplinary focus, country of origin, or language in which it is written. According to the publisher, the LLBA is distinctive in the following regards:

> LLBA publishes informative English language abstracts of articles as a service to all researchers and practitioners in the various disciplines concerned with language and language behavior, viz.:
>
> Anthropology
> Applied Linguistics
> Audiology
> Clinical Psychology
> Communication Sciences
> Education
> Gerontology
> Laryngology
> Linguistics
> Neurology
> Otology
> Pediatrics
> Pharmacology
> Philosophy
> Phonetics
> Physiology
> Psychiatry
> Psycholinguistics
> Psychology
> Rhetoric
> Semiotics
> Sociolinguistics
> Sociology
> Speech
> Speech Pathology
>
> LLBA covers almost one thousand publications (periodicals, progress and technical reports, occasional papers, monographs, and conference proceedings) in over thirty languages.
>
> LLBA covers articles that report:
>
> - studies in which the independent or dependent variables, or both, are verbal;

- studies whose experimental design parallels that employed in language studies;
- general theoretical contributions in the twenty-five disciplines listed above; and
- studies influenced by these theoretical contributions.

The computer-based LLBA file is produced under the auspices of the University of Michigan and contains about 20,000 records from 1973 to present. The file is updated quarterly with approximately 1,000 to 1,500 new entries per quarter.

An LLBA abstract either summarizes or describes an article. Abstracts frequently include information about data collection, analysis, evaluation, and result. The instructions to the abstractor includes three basic questions:

(1) What did the author do?

(2) How did the author do it?

(3) What did the author conclude?

Aside from bibliographic information and abstract, each citation includes a limited number of descriptors and a few Index Phrases, such as, for example:

Index Phrase: beginning reading instruction; i.t.a. television series, etc.

SEARCH DESCRIPTION

The search of the occurrence of references to the Initial Teaching Alphabet in the LLBA data bank was carried out on January 17, 1977, through the courtesy of regional office of the Lockheed DIALOG Information Retrieval Service in New York City. The following sets of search terms were employed:

SET NO.	SEARCH TERM	NO. OF OCCURRENCES
1.	Initial Teaching Alphabet	29
2.	ITA	1
3.	1 OR 2	30

The search consequently yielded a total of 30 references to the Initial Teaching Alphabet (ITA) which were subsequently printed and analyzed. The accession numbers assigned to the documents consist of a seven digit code in which the two first digits indicate the year when a document was included in the data base, e.g. 7600751.

The search yielded also one reference, No. 7402920, in which ita was used in a context other than the Initial Teaching Alphabet (ITA). This item was therefore not included in the bibliography.

SUBJECT INDEX

DESCRIPTORS

AGE DIFFERENCES IN LANGUAGE: 760186

ALPHABET: 7602952, 7602418, 7601094, 7301890

AUTISM: 7601086

BEHAVIORAL LINGUISTIC THEORY: 7601086, 7600604

CHILD LANGUAGE: 7601094, 7601086

COGNITIVE PROCESSES: 7600604, 7601086

COMMUNICATION FUNCTION OF LANGUAGE: 7601086

COMPUTATIONAL LINGUISTICS: 7600604

CONDITIONING: 7601086

DATA PROCESSING AND RETRIEVAL: 7600604

DELAYED LANGUAGE ACQUISITION: 7601086

ELEMENTARY SCHOOL: 7502315, 7403494, 7403493

ENGLISH: 7602952, 7602418, 7601094, 7502315, 7303794

EXPERIMENTAL DATA HANDLING: 7600604

GESTURES: 7600604

GRAPHEME PHONEME CORRESPONDENCE: 7602952, 7400313, 7303794, 7303286, 7300038

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INDO-EUROPEAN LANGUAGES: 730384

LANGUAGE AND CULTURE: 7603067

LANGUAGE TEACHING METHODS: 7303418, 7303280, 7301890

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MENTAL RETARDATION: 7601086

NATIVE LANGUAGE INSTRUCTION: 7502315, 7403494, 7402110, 7303281, 7301890

NONVERBAL LANGUAGES: 7601086

ORTHOGRAPHY: 7602952, 7602418, 7601094, 7502315, 7403494, 7402039, 7402039, 7400313, 7303794, 7303286, 7303284, 7303282, 7300038

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PHONETIC TRANSCRIPTION: 7601094

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SIGN THEORY: 7600604

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SPOKEN VS WRITTEN COMMUNICATION: 7601094

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SYNTAX: 7600604

TEACHER TRAINING: 7303418

TELEVISION AND TEACHING: 7303285

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WRITTEN LANGUAGE INSTRUCTION: 7303418

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Giles, Howard: 7603067

Goodacre, Elizabeth J.: 7304803

Joof, Sheik: 7303418

Lambert, Wallace E.: 7603067

Lane, Alaine: 7500199

Larick, James: 7303419

McClintick, Otto F.: 7303285

Mahoney, Gerald J.: 7601086

May, Richard B.: 7400313

Mazurkiewicz, Albert J.: 7303283

Mohan, Madan: 7403494

Murphy, J. Brien: 7403494

Murrell, Stanley A.: 7600751

Nash, Walter: 7602952

Nelson, Jacquelyn M.: 730038

Oliver, Peter R.: 7400313, 7300038

Petty, Walter T.: 7403494

Pitman, James: 7303282, 7303281

Rampp Donald: 7300373

Ramsey, Wallace Z.: 7403493

Southwell, Paul R.: 7303280, 7402039

Travers, Paul D.: 7403493

Walton, Frank: 7303284

7603567
Social Consequences of Accommodating One's Style of Speech: A Cross-National Investigation
Bourhis, Richard Y.; Giles, Howard; Lambert, Wallace E.
U College, Cardiff South Wales
Linguistics~ 1975, 166, Dec 15, 55-71. Coden:ling-b
Area/Section: 078
Descriptors: SOCIOLINGUISTICS; LANGUAGE AND CULTURE; STANDARD DIALECT; INITIAL TEACHING ALPHABET
Index Phrase: social consequences of speech style accommodation;
Abstract: There has recently been a great deal of research on subjective reactions to different varieties of speech, often involving association or disassociation with a particular social or ethnic group. In order to determine to what extent code-switching is recognized as such by the hearer & what motives he imputes to its employment, 2 studies were set up, 1 in South Wales & the other in Quebec. In each, a young athlete was ostensibly interviewed by speakers of a prestige dialect (Parisian French or Received Pronunciation of English) & by speakers of a local dialect (Canadian French or English with a clear Welsh accent). The interviewee either did not switch, & thus answered the questions in the local dialect, or switched to the prestige dialect if the 1st interview was in the local dialect. In the Canadian French test, Ss scored higher in intelligence & education when the interviewee switched to the prestige dialect, although they reported that they would not accommodate to a Parisian French speaker. In the Welsh test, switching to Received Pronunciation invelved an increase in intelligence ratings but, unlike the Canadian case, a decrease in trustworthiness & kindheartedness. P. Tiersma

7602952
Alphabets for English
Nash, Walter
Linguistics~ 1975, 159, Sep 1, 134-138. Coden:ling-b
Area/Section: 068 Language:Engl.
Descriptors: ENGLISH; ALPHABET; ORTHOGRAPHY; GRAPHEME PHONEME CORRESPONDENCE; PHONEMIC TRANSCRIPTION
Index Phrase: structure, function of alphabetic writing, phono-graphic translation; English alphabets; book review;
Abstract: In Alphabets for English Haas provides an anthology of a series of lecture-papers covering 4 different spelling reform proposals: Kingsley Read's "Shavian" script (designed to meet the provisions of G. B. Shaw's will); Sir James Pitman's Initial Teaching Alphabet (i.t.a.); Axel Wijk's Regularized English (or Regularized Inglish); & the New Spelling (Nue Speling) of the Simplified Spelling Society. Each proposal is characterized by the types of differences from current standard it advocates & an assessment of its possible impact. The proponents of these reforms argue that the overall change would not have to be as radically different from what we now read to accomplish the purpose. In Phono-graphic Translation the underlying assumptions about the structure & function of alphabetic writing are examined & the desirability of a 1-to-1 correspondence between phoneme & grapheme are seriously questioned. The amount of suprasegmental phonological information & paralinguistic, gestural, & situational information not directly transcribable in an alphabetic system may make it desirable to have a certain amount of polygraphy available to the reader for purposes of making differentiations among words & phrases which would normally be kept apart & identified on the basis of the features lost in transcription. D. Leffler

7602418
The Bullock Commission's Judgment of I.T.A.
Downing, John
U Victoria, BC Canada
the Reading Teacher~ 1976, 29, 4, Jan, 379-382. Coden: redt-a
Area/Section: 035
Descriptors: READING INSTRUCTION; ENGLISH; ALPHABET; ORTHOGRAPHY
Index Phrase: beginning reading medium; initial teaching alphabet vs. traditional orthography; British Government Bullock Commission;
Abstract: The Bullock Commission was appointed by the British Government to inquire into standards of English language usage in schools in England. It was particularly concerned with the teaching of reading. 1 question it examined was "Which is the better medium for beginning reading, the initial teaching alphabet (i.t.a.) or traditional orthography (t.o.)?" The Bullock Commission found that t.o. is very complex; it confuses children & retards their development of reading & writing skills. In contrast, the use of i.t.a. leads to more rapid mastery of literacy & fewer failures. Research shows that children do not experience difficulty in the transition from i.t.a. to t.o. at a later stage. On the basis of the evidence, the Bullock Commission made 2 recommendations: (1) Schools which adopt i.t.a. should be fully supported; & (2) Teachers should examine i.t.a. on its merits & ignore exaggerated claims by its advocates & opponents. AA

7601094
Il problema dell'ortografia nell'insegnamento dell'Inglese (Ital.) The Problem of Orthography in the Teaching of English
De Martino, Giovanni
Rassegna Italiana di Linguistica Applicata~ 1974, 6, 3, Sep-Dec, 95-107. Coden:rilg-a
Area/Section: 03C
Descriptors: ENGLISH; ORTHOGRAPHY; PHONETIC TRANSCRIPTION; ALPHABET; SPOKEN VS. WRITTEN COMMUNICATION; CHILD LANGUAGE
Index Phrase: problems of English orthography; English, German, Italian children
Abstract: The problem of spelling has become acute in America & England in the 20th century. Distressed by the difficulty of learning to write, G. B. Shaw wrote a play on the subject & offered Pound 500 to whomever created a logical & coherent writing system for the English language. J. Pitman has invented a so-called "initial teaching alphabet," which was introduced in many English schools in 1961. This system incorporates the concept of phonetic writing & has 43 symbols -- 24 correspond to letters of the alphabet & 19 are diphthongs. The results have been encouraging. Psychologically, written & oral language are experienced as 2 distinct realities: e.g., when we are talking we release our thoughts in uninterrupted sequence, but when we try to write down what we are thinking we generally lose the trend & forget something we wanted to express. Spelling has sociological implications, in that poor spelling can be an impediment to educational & social advancement. An interesting experiment with 1,000 English 10 year olds revealed that less than half could spell the word "saucer," & that those erring misspelled the word no less than 209 different ways. It was also discovered that a group of English 8-11 year olds was more prone to make spelling mistakes than a comparable group of German children. In teaching English spelling to Italian children, less time is spent teaching orthography once the phonemic structure of the English language is grasped. S. Karganovic

7601086
Ethological Approach to Delayed Language Acquisition
Mahoney, Gerald J.
Psychology U Rochester, NY 14627
American Journal of Mental Deficiency~ 1975, 80, 2, Sep, 139-148. Coden:ajmd-a
Area/Section: 03C
Descriptors: CHILD LANGUAGE; AGE DIFFERENCES IN LANGUAGE; DELAYED LANGUAGE ACQUISITION; COMMUNICATIVE FUNCTION OF LANGUAGE; NONVERBAL LANGUAGES; INITIAL TEACHING ALPHABET; MENTAL RETARDATION; AUTISM; CONDITIONING; BEHAVIORISTIC LINGUISTIC THEORY; SOCIOLINGUISTICS
Index Phrase: ethological/psychosocial approach, delayed language acquisition; language development's social basis;
Abstract: Language is initially a social or communicative event that develops from the nonverbal communication system existing between caretaker & child. While language in an adult speaker is used for reasons other than social, the communication function is the primary source for language acquisition, other functions being derived from this basic function. Studies are cited which suggest that the normal process of language acquisition may be conceived heuristically in terms of an ethological or psychosocial framework. 2 ethological or psychosocial concepts may be adapted to the study of language acquisition: fixed action patterns, which are not unlike reflexes, & sign-stimuli, which symbolically represent the actor's needs or intentions. The ethological approach to language acquisition suggests that noncognitive, interpersonal factors may be major contributors to the slow language development among mentally retarded & autistic children. In language-intervention programs there are 2 major approaches: operant conditioning & behavioral-linguistic (which integrates technology with language development theories). The ethological approach is based instead on the principle that language develops from social interaction; that is, ethological language intervention programs should be rooted in developmental & linguistic-environmental principles. Modified HA

7600751
Interaction Patterns in Families of Autistic, Disturbed, and Normal Children
Byassee, James E.; Murrell, Stanley A.
Dede Wallace Ctr, Nashville TN 38102
American Journal of Orthopsychiatry~ 1975, 45, 3, Apr, 473-478. Coden:ajor-a
Area/Section: 160
Descriptors: SPEECH PATHOLOGY; AUTISM; INITIAL TEACHING ALPHABET
Index Phrase: interaction patterns in families of autistic, disturbed, normal children;
Abstract: 6 families with autistic children were compared with 6 families with disturbed children & 6 with normal children by means of a family interaction task. No differences were found between families with autistic children & those with normal children. In families with disturbed children it was found that there is less agreement between father & mother than is the case in families with autistic or normal children. HA

7600604
Die Digitalcodierung und die sich selbst bestatigende Nachricht (Ger.) Digital Coding and the Se f-Proving Message
Dettering, Richard W.
Humanities & Education San Francisco State Coll, CA 94132
Muttersprache~ 1974, 84, 6, Nov-Dec, 445-455. Coden:mzpe-a
Area/Section: 098
Descriptors: SOCIOLINGUISTICS; BEHAVIORISTIC LINQUISTIC THEORY; COMPUTATIONAL LINGUISTICS; DATA PROCESSING AND RETRIEVAL; EXPERIMENTAL DATA HANDLING; GESTURES; INITIAL TEACHING ALPHABET; COMMUNICATION IN GROUPS; NONVERBAL LANGUAGES; SIGN THEORY; SYNTAX; PSYCHOLINGUISTICS; SEMIOTICS; COGNITIVE PROCESSES
Index Phrase: symbolism, syntax; insights into self-proving message; digital coding;
Abstract: Insights into the question "what is man" can be derived not only from temperature, pulse, blood pressure, & reflex measurements, but also from a study of the more abstract speech signs, expressions, behavior, mannerisms, & even ways of dressing. Based on the premise that most of the symbolism reflecting man's mental processes can be determined from his speech, abstract syntax, digital & analogistic symbols, & psychosomatic syntax are explored. The possibility exists that much of our nonverbal behavior may be governed by symbols. Further, the reactions of the autonomic nervous system may be governed by instrumental conditioning. H. McKnight

7502315
What research tells us about spelling
Geedy, Patricia S.
Elkhart Community Sch IN
Elementary English~ 1975, 52, 2, Feb, 233-236. Coden: eegl-b
Area/Section: 035
Descriptors: RESEARCH DESIGN AND INSTRUMENTATION; NATIVE LANGUAGE INSTRUCTION; ORTHOGRAPHY; INITIAL TEACHING ALPHABET; ELEMENTARY SCHOOL; ENGLISH
Index Phrase: teaching English spelling; review of research;
Abstract: Research indicates that the incorporation of spelling with other language arts needs to be supplemented by direct, systematic instruction in spelling, especially in the case of below average students. A review of the literature reveals that it is more efficient to study words from a list than in context (i.e., words studies from lists are more quickly learned, remembered longer, and transferred more readily to new contexts). Selection of the word list has therefore been given much consideration. The linguistic approach to spelling is at present most favored. Use of the Initial Teaching Alphabet is also a favorite; however, its growth and success has been called non-linguistic. The crossing and integrating of visual, auditory, and kinesthetic modalities are needed before the spelling of a word is an automatic process. No one channel or approach is an effective answer to the question of how to teach spelling to children; each provides suggestions to make instruction more successful and meaningful. A sensitive and knowledgeable teacher is prerequisite to the application of any or all theories. S. Delehanty

7500199
Severe reading disability and the initial teaching alphabet
Lane, Alaine
1070 New Haven Ave Milford CT 06460
Journal of Learning Disabilities~ 1974, 7, 8, Oct, 479-483. Coden:jldi-a
Area/Section: 033
Descriptors: LEARNING DISABILITIES; READING DEFICIENCY; INITIAL TEACHING ALPHABET; READING INSTRUCTION
Index Phrase: use of initial teaching alphabet as remediation tool; severely reading disabled sixth graders;
Abstract: A report of a pilot study to determine whether the initial teaching alphabet (i.t.a.) can serve as a remediation tool that would significantly improve the reading achievement level of sixth grade children with severe reading disability. Using the Gray Oral Reading Test in a public elementary school, 11 boys and three girls were identified as reading at or below the second grade reading level. A prescribed training program with the i.t.a. was followed for 100 school days. The Gray test was again administered; reading levels were significantly improved. The implications of these results are summarized. HA

7403494
Spelling achievement and the initial teaching alphabet: Analysis of errors
Petty, Walter T.; Murphy, J. Brien; Mohan, Madan
State U New York Buffalo 14222
the Elementary School Journal~ 1974, 74 (5), 309-313. Coden:elsj-a
Area/Section: 035
Descriptors: INITIAL TEACHING ALPHABET; ORTHOGRAPHY; ELEMENTARY SCHOOL; NATIVE LANGUAGE INSTRUCTION
Index Phrase: rational, irrational spelling errors; third, fourth graders taught by initial teaching alphabet vs. traditional alphabet;
Abstract: The number and types of spelling error made by children who learned to read in a program using an augmented and modified alphabet were compared with errors made by children who had been taught using traditional orthography. Third and fourth grade children were given specially constructed spelling tests and mistakes were classified "rational" or "irrational." Results indicate no significant differences between the two groups and no difference in the "rationality" of mistakes. J. McGuire

7403493
Initial teaching alphabet a hundred years ago?
Travers, Paul D.; Ramsey, Wallace Z.
U Missouri St Louis 63121
the Elementary School Journal- 1974, 74 (5), 274-279. Coden:elsj-a
Area/Section: 035
Descriptors: ELEMENTARY SCHOOL; READING INSTRUCTION; INITIAL TEACHING ALPHABET
Index Phrase: initial teaching alphabet; 19th century experiment;
Abstract: A little known experiment in the use of a phonetic alphabet in teaching reading is discussed. The Leigh Phonetic Alphabet was introduced in the St. Louis schools in 1866 and remainded popular until the 1880s. The alphabet was named after Edwin Leigh, a St. Louis educator, and consisted of changed forms of words, but not to the extent that transition to the traditional alphabet was made difficult. The method was popular and widely used in the St. Louis area until school administration changed and the movement lost momentum. J. McGuire

7402920
Auditory perception of signal duration in aphasic patients
Sasanuma, Sumiko; Tatsumi, Itaru F.; Kiritani, Shigeru; Fujisaki, Hiroya
Communication Research Tokyo Metropolitan Inst Gerontology Japan
Annual Bulletin, Research Institute of Logopedics and Phoniatrics- 1973, 7, 65-72. Coden:ablp-b
Area/Section: 140
Descriptors: APHASIA; SIGNAL DETECTION; SPEECH PERCEPTION; SPEECH DURATION; SPEECH SYNTHESIS; JAPANESE
Index Phrase: auditory perception of signal duration; nonspeech stimuli, synthesized word; Japanese aphasics;
Abstract: Twenty-nine aphasic patients were asked to make temporal discrimination of nonspeech stimuli -- 500 Hz pure tones presented in pairs and differing Delta T=7 msec at T=100 msec, Delta T=10 msec at T=200 msec, and Delta T=20 msec at T=400 msec (Exp. 1). They were also asked to identify the segmental duration (long/short) in two pairs of synthesized words, oi/ooi and ita/itta, as it was varied from 120 msec to 240 msec for the sustained portion of the vowel in the former pair, and from 110 msec to 230 msec for the duration of the stopgap of the consonant in the latter with a 10 to 20 msec step (Exp. 2). The two major findings were: (1) Performance of the aphasic group in both experiments as indicated by the sigma values (an index of the accuracy of temporal discrimination in Exp. 1 and of categorical judgment in Exp. 2) was significantly inferior to the normal group; and (2) The phoneme boundary in Exp. 2 remained almost the same as that of the normal group. The implications of these findings are discussed. AA

255

7402110
Could you teach i.t.a.?
Downing, John
Education U Victoria BC Canada
Reading Improvement- 1973, 10 (2), 54-62. Coden:rdim-a
Area/Section: 035
Descriptors: INITIAL TEACHING ALPHABET; READING INSTRUCTION; NATIVE LANGUAGE INSTRUCTION
Index Phrase: use of i.t.a. in teaching reading;
Abstract: Although research has shown clearly that i.t.a. is superior to the traditional orthography of English for teaching beginning reading, only a tiny proportion of American Schools uses i.t.a. The reason for this failure to act on the research findings may be the belief that i.t.a. is difficult for teachers to learn. This belief may have been fostered because i.t.a. has always hitherto been described in relation to the British pronunciation of English. It is possible, however, to relate i.t.a. to American pronunciation. The pronunciation key of The Random House dictionary of the English language, college edition, is taken as the standard guide to American pronunciation, and the i.t.a. code is systematically related to it. This should enable any teacher to master the i.t.a. code. A test is provided to enable the teacher to evaluate his own skill in writing words in i.t.a. AA

<---------- NOT RELEVANT REFERENCE

256

7402039
The initial teaching alphabet
Southwell, Paul R.
Alma House 2a Alma Rd Reigate Surrey England
Developmental Medicine and Child Neurology~ 1973, 15 (6), 794-799. Coden:dmcn-a
Area/Section: 035
Descriptors: INITIAL TEACHING ALPHABET; ORTHOGRAPHY; READING INSTRUCTION
Index Phrase: i.t.a. in reading instruction;
Abstract: Recent survey evidence in England reveals that the almost linear increase in reading comprehension from 1948 to 1964 has not been maintained, and that about 17% of those leaving school at age 15 were three to six years retarded in reading ability. In order to overcome one of the major difficulties experienced in learning to read English, Sir James Pitman developed an initial teaching alphabet (i.t.a.) which reliably and consistently represents the sounds of English and resembles the traditional orthography (TO) as closely as possible in order to facilitate the eventual planned transition. First used in English Infant Schools in 1961 as part of research carried out by the Reading Research Unit of the London University Institute of Education, the results show that much greater progress was made by children using i.t.a.. Since then, over two million children have learned to read using i.t.a. in the United Kingdom, the United States, and other English speaking countries. This experience and the results of over 80 additional studies have demonstrated, among other things, that: (1) No problems are experienced in the transfer to TO, once a child is reading fluently in i.t.a. -- there is no unlearning; (2) i.t.a. children learn to read earlier; (3) While learning in i.t.a., children read more words, even in TO, since many words are similar or only slightly changed; (4) Orthograph spelling is improved, not harmed; (5) i.t.a. children write earlier and more creatively since they can write whatever they wish uninhibitedly; (6) There are fewer characters to learn in i.t.a. than in TO; (7) Children have no more difficulty in forming the 20 augmentations of the Roman alphabet than they do with the 24 letters retained; (8) Progress is maintained when/if children move from an i.t.a. school to one using TO; (9) New teachers can learn to use i.t.a. in one day; and (10) Children demonstrate a much greater enthusiasm for reading. The independent evaluation of i.t.a. by Warburton and Southgate for the British Schools Council (John Murray 1969) confirms that "the... medium has substantial advantages over traditional orthography in the early stages of teaching children to read." The resistance to change from TO may be rooted in the unwillingness to consider the evidence. Teachers are urged, therefore, to give i.t.a. a trial before rejecting it. AA

257

7400313
Transfer of grapheme discrimination from cued to traditional orthography
Oliver, Peter R.; May, Richard B.; Downing, John
Psychology, U. Victoria
the Journal of Experimental Education~ 1973, 41 (4), 82-87. Coden:jexe-a
Area/Section: 032
Descriptors: GRAPHEME PHONEME CORRESPONDENCE; INITIAL TEACHING ALPHABET; ORTHOGRAPHY; TRANSFER
Index Phrase: transfer of grapheme discrimination; i.t.a. vs. cued orthography, t.o.; prereaders;
Abstract: Sixty prereaders were trained to discriminate the graphemes within words by having them assemble the words using only those graphemes that corresponded to the phonemic structure of the words. The children were first trained using orthographies that provided cues emphasizing the graphemic structure: either the initial teaching alphabet (i.t.a.) or one of two cued orthographies retaining the English alphabetic characters. The children then assembled the same words printed in the traditional orthography (t.o.) which provides no graphemic cues. As hypothesized, transfer to t.o. was easier for Ss initially trained with cued orthographies retaining English characters than for Ss trained with i.t.a. In addition, transfer from i.t.a. was facilitated when combined with one of the orthographies retaining English characters. HA

7304803
Beginning reading
Goodacre, Elizabeth J.
Research in Education~ 1973, 9, 100-102. Coden:redu-b
Area/Section: 035 Language:Engl.
Descriptors: READING INSTRUCTION; READING MATERIALS; READING ABILITY; INITIAL TEACHING ALPHABET
Index Phrase: reading instruction; reading materials, initial teaching alphabet, proper age for beginning reading instruction; collection of readings, book review;
Abstract: A favorable review of a collection of papers on such topics as reading research, "reading drive," teaching methods, suggested age for beginning reading instruction, and the need for structure in the progressive classroom. The work also deals with the use of new media in teaching beginning reading. Several of the articles deal with the Initial Teaching Alphabet (i.t.a.), advising caution in its use and evaluation.

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7303794
L'orthographe de l'anglais et l'experience de l'i.t.a. (Fr.)
English spelling and the i.t.a. experience
Catach, Nina
Etudes de Linguistique Appliquee~ 1972, 8, 110-117. Coden: elga-a
Area/Section: 068
Descriptors: ORTHOGRAPHY; ENGLISH; READING INSTRUCTION; INITIAL TEACHING ALPHABET; GRAPHEME PHONEME CORRESPONDENCE
Index Phrase: English spelling reform; use of i.t.a. in developing language skills;
Abstract: In spite of the numerous attempts at reform, English spelling has remained irregular. In view of the resistance met by their projects, reformers changed focus and decided to attempt to teach reading and writing through the use of phonological alphabets. After numerous similar attempts, J. Pitman, in 1947, contacted the London University Institute of Education, and experiments were then started, using the initial teaching alphabet. This phonological alphabet is not meant to replace traditional spelling, but to serve as an intermediate stage in the development of reading skills. In this system, all combinations of letters (wh, ch, th, etc.) are linked, making syllabic reading easier. It has a total of 44 signs. It seems that a year and sometimes two can be spared in the learning of reading, without any apparent trouble when the switch to traditional spelling is made. It appears that i.t.a. is quite successful as a transition, and this might prove to be the right direction for reform.

7303419
The use of the initial teaching alphabet in teaching English as a second language to speakers of Spanish
Larick, James
Literacy Discussion~ 1972, 3 (3/4), 398-401. Coden:ltds-a
Area/Section: 042
Descriptors: TESOL; SPANISH; INITIAL TEACHING ALPHABET; READING INSTRUCTION
Index Phrase: use of i.t.a. in TESOL; Spanish speakers;
Abstract: The students in the early and intermediate stages of learning English as a second language who use i.t.a. as a learning tool read from the start with near normal intonation and inflection; they also control English morphemes without problems. Much of the conscious and unconscious translating usually indulged in while working for a coordinate control of English is bypassed. There is not only a minimization of native language interference, but also an emphasis on other factors which hasten the mastering of English as a second language. Just what happens remains to be studied and investigated on a more controlled basis, but whatever it is, it affects the entire learning ability of the student.

7303418
The i.t.a. project in the Republic of the Gambia
Joof, Sheik
Literacy Discussion~ 1972, 3 (3/4), 394-397. Coden:ltds-a
Area/Section: 042
Descriptors: TEACHER TRAINING; LANGUAGE TEACHING METHODS; INITIAL TEACHING ALPHABET; TESOL; WRITTEN LANGUAGE INSTRUCTION ; READING INSTRUCTION
Index Phrase: i.t.a. teacher training course; Gambian schools; conference report;
Abstract: An excerpt of a paper read at the 7th International i.t.a. Conference, London, 1970. At Yundum College in Gambia, a teacher training course was held for two weeks in September, 1969. Fifty-two teachers attended the course, and at the completion of their training, 48 were proficient in i.t.a. teaching. Where possible, three teachers from each school taking up i.t.a. attended the course. These included the head teacher, the class teacher, and another teacher who might stand in, when the class teacher is absent. Teachers were instructed in: (1) instruction in i.t.a.; (2) teaching English as a second language; (3) teaching reading; (4) teaching writing; (5) i.t.a. for speech; and (6) spoken English.

7303286
Th: orthography factor in literacy acquisition in different languages
Downing, John
Education, U. Victoria
Literacy Discussion~ 1972, 3 (3/4), 409-427. Coden:ltds-a
Area/Section: 035
Descriptors: INITIAL TEACHING ALPHABET; ORTHOGRAPHY; GRAPHEME PHONEME CORRESPONDENCE; READING INSTRUCTION
Index Phrase: literacy acquisition; orthography in different languages; review of literature;
Abstract: Some linguists assert that the traditional orthography (T.O.) of English is quite regular in grapheme-phoneme relations. Therefore, it cannot cause difficulty in initial literacy acquisition. Two large scale experiments in Britain tested this contention. Experimental groups learned to read i.t.a. (initial teaching alphabet), a simplified writing system, while control groups learned T.O. Teaching materials and methods were identical except for the working system. I.t.a. students were significantly superior in all reading and writing attainments. Therefore, T. O. is an important cause of difficulty. Orthography is a vital variable in initial literacy learning. Another investigation compared learning to read in 14 countries with varying writing systems. In number of characters, the difference between logographic systems (Chinese) and alphabetic systems (English) has been exaggerated. The number of symbols is not important. What confuses beginners is having several alternative characters for the same element of speech. Children are confused also by their lack of concepts for the units of spoken language whether they be morphemes (Chinese), syllables (Japanese), or phonemes (English). Some writing systems compound this confusion by inconsistent marking of linguistic units (e.g., phoneme boundaries in English). Direction of writing is not important, but inconsistencies of direction (as in English) cause difficulty. Letter names are not helpful in teaching literacy. Russian research indicates that they are psychologically misleading. The most important factor in initial literacy acquisition is the child's understanding of the logic of the writing system. Some systems display their logic more clearly than others.

7303285
Beginning reading via television
McClintick, Otto F.
Literacy Discussion~ 1972, 3 (3/4), 405-408. Coden:ltds-a
Area/Section: 035
Descriptors: TELEVISION AND TEACHING; READING INSTRUCTION; INITIAL TEACHING ALPHABET
Index Phrase: beginning reading instruction; i.t.a. television series;
Abstract: The University City, Missouri Public Schools agreed to underwrite part of the cost of an i.t.a. television series. An educational television channel was asked to would produce an experimental fifty-four program learning-to-produce an experimental 54-program learning-to-read series using i.t.a. After investigating the merits of i.t.a. and the outline of the series, the television station consented to produce the series, and 13 school districts agreed to use the programs and the materials for either kindergarten, first grade, or remedial reading. In April of 1965, the script writing began, and by May, actual production was taking place.
The series begins with six teacher training programs, each 30 minutes long. They cover the history and background of i.t.a., how the alphabet was designed, an explanation of the sounds and symbols, how to write the symbols, practice in transliteration, research and current developments in the use of i.t.a., and a panel discussion with three teachers already using i.t.a. A description of the lesson sequence following the initial program is presented.

7303284
A proposal for application of i.t.a. to Persian language
Walton, Frank
Literacy Discussion~ 1972, 3 (3/4), 402-404. Coden:ltds-a
Area/Section: 035
Descriptors: LITERACY; INDO-EUROPEAN LANGUAGES; ORTHOGRAPHY; INITIAL TEACHING ALPHABET; READING INSTRUCTION
Index Phrase: Persian language teaching; i.t.a. usage;
Abstract: Some sort of Initial Teaching Alphabet for Persian might well provide the system necessary for illiterate students to make a smooth transition from speech to reading. It seems a worthy project for Iranian linguists and educators to pursue. Once devised and tested, such an alphabet might well provide a tool for a much more efficient and rapid ability to become literate. It would be suitable for children, adults, functional illiterates, and students of Persian as a second language. Experimentation with i.t.a. in the English speaking world shows that students exposed to i.t.a. read and write no worse than those who learn through traditional orthography; in a substantial percentage of cases they outperform those who learned to read without benefit of a special beginning alphabet. It could be assumed the same would be true of Persian taught through an Initial Teaching Alphabet.

7303283
The Initial Teaching Alphabet, A description
Mazurkiewicz, Albert J.
Communication Sciences, Newark State Coll.
Literacy Discussion~ 1972, 3 (3/4), 359-362. Coden:ltds-a
Area/Section: 035
Descriptors: INITIAL TEACHING ALPHABET; READING MATERIALS; READING INSTRUCTION
Index Phrase: i.t.a. reading, writing instruction; theory, analysis;
Abstract: A concise analysis of i.t.a. as an alphabetic form devised by Sir James Pitman for use in reading and writing instruction. It can be used either initially, or remedially for the child or adult developing literacy. The analysis is followed by a description of the theory of i.t.a. as it relates to a theory of reading. Reference to closure configurational and feature discrimination characteristics of the alphabet is utilized to demonstrate the nature of the transition made to traditional print.

7303282
The transition
Pitman, James
i.t.a. Foundation, 154 Southampton Row, London WC1, England
Literacy Discussion~ 1972, 3 (3/4), 357-358. Coden:ltds-a
Area/Section: 035
Descriptors: INITIAL TEACHING ALPHABET; ORTHOGRAPHY; COGNITIVE PROCESSES; READING INSTRUCTION
Index Phrase: transition from i.t.a. to traditional orthography; early stages of teaching;
Abstract: The child who has learned to read in i.t.a. is already familiar with 24 of the characters of traditional orthography (T.O.) and largely familiar with the remaining 24, each of which have been designed to resemble one of the representations normally occurring in T.O. In making the transition, he is faced with a matter of adjustment rather than new learning, comparable to that of an American hearing an Englishman speak. As the ear and brain can receive language meaningfully by adjusting to changes in pronunciation, the eye and brain can gain meaning from wide variations in the form of printed language -- the more so since perusal is possible. Meaning and context dominate such minor variations in form. The transition to T.O. should present little, if any, difficulty. In making the transition, the experienced and confident seven year old reader of i.t.a. will be much more able to cope with the complexities of T.O. than the child aged five starting on T.O. The proposition that T.O. might be better taught through i.t.a. should not be interpreted as a move towards spelling reform, for the design of i.t.a. -- whose copyright is free -- limits its use to the early stages of teaching reading.

7303281
Adult illiteracy
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Literacy Discussion~ 1972, 3 (3/4), 337-356. Coden:ltds-a
Area/Section: 035
Descriptors: INITIAL TEACHING ALPHABET; NATIVE LANGUAGE INSTRUCTION; LITERACY; READING INSTRUCTION
Index Phrase: use of i.t.a. in teaching literacy, oracy; adults;
Abstract: For those millions in the English-speaking world for whom traditional orthography has spelled failure, the use of a new medium, i.t.a., is an essential first step towards success in literacy and oracy, bringing renewed interest and self-confidence and improved social attitudes and behavior. Every remedial teaching technique becomes more effective with i.t.a. With regular daily practice, progress is rapid and the transition problem-free if an effective language skill already existed or has been acquired during the process of learning to read and, above all, to write. In addition to primers, appropriate remedial reading books in i.t.a. are successfully used with older pupils, including soldiers and prisoners. Evidence revealing the poor language competence of many students in advanced education underlines the great need for the provision of facilities for the least linguistic of our adult population. For these adults, whose weakness in oracy and literacy can be traced back to early childhood, the advent of i.t.a. and "Sesame Street" opened new windows on the teaching of language.

7303280
Introduction
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Literacy Discussion~ 1972, 3 (3/4), 307-318. Coden:ltds-a
Area/Section: 035
Descriptors: LANGUAGE TEACHING METHODS; INITIAL TEACHING ALPHABET; LITERACY; READING INSTRUCTION
Index Phrase: use of i.t.a.; advantages over T.O.; review of literature;
Abstract: Illiteracy is growing and there is a strong correlation between illiteracy and delinquency. English is rapidly fragmenting into many incomprehensible variants due largely to native language interference. Satisfactory language patterns can only be implanted at the primary level; it is impossible to improve language very much at secondary and subsequent levels. The i.t.a. method has a proven record of making the learning of English a more rapid and enjoyable process. It has two aims: (1) to provide a reliable and consistent set of characters to represent the sounds of English; (2) to resemble Traditional English Orthography (T.O) as closely as possible in order to facilitate the eventual planned transition to T.O. It is now widely used throughout the English-speaking world and no research program has produced a negative result. Two-thirds of the 83 studies conducted so far have shown i.t.a. to be the more successful medium of instruction. Benefits are: rapid and easy learning of reading skills, vastly improved and increased creative writing, improved spelling, an enjoyment of reading, heightened self-confidence and a greatly reduced failure rate.
The simple thesis of i.t.a. is a grading of form as well as content. So successful has it been that it would seem necessary for those teachers who do not use it to justify their objections in as searching a series of experiments as those which have substantiated the superiority of i.t.a. in the early stages of the reading process.

7303210
i.t.a.'s effectiveness in the prevention and treatment of disabilities in reading and writing
Downing, John
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Literacy Discussion~ 1972, 3 (3/4), 363-393. Coden:ltds-a
Area/Section: 033
Descriptors: INITIAL TEACHING ALPHABET; READING DEFICIENCY; WRITING DISORDERS; READING INSTRUCTION
Index Phrase: prevention, treatment of reading, writing disabilities; use of i.t.a.;
Abstract: Between 1960 and 1970, numerous research studies were made on the effectiveness of the "initial teaching alphabet" (i.t.a.), a simplified and regularized modification of the traditional orthography of English. The superiority of i.t.a. over conventional unmodified T.O. for beginning literacy teaching is clearly established. This includes effective transfer from reading and writing in i.t.a. to the same skills in T.O. For young children whose native language is English, i.t.a. reduces significantly the proportion of failures in reading, spelling, and written composition. It also improves self-confidence and motivation. Where English is the second language, i.t.a. has similar effects plus improved pronunciation. In the treatment of reading disability, i.t.a.'s effectiveness is less certain. Although many adults as well as children are helped by remedial teaching with i.t.a., others show little or no progress. The most successful remedial reading i.t.a. projects give students total immersion in a short intensive period of i.t.a. instruction, rather than brief occasional sessions over a long time span.

7301890
i.t.a. and other alphabets
Block, J. R.
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Elementary English~ 1973, 50 (1), 49-59. Coden:eegl-b
Area/Section: 035
Descriptors: ALPHABET; READING INSTRUCTION; INITIAL TEACHING ALPHABET; LANGUAGE TEACHING METHODS; NATIVE LANGUAGE INSTRUCTION
Index Phrase: reading instruction; i.t.a. vs. other alphabets; review of research;
Abstract: A brief survey of studies on i.t.a.'s effectiveness as a medium of reading instruction. Important factors affecting results and problems encountered in i.t.a. research (e.g., experimenter bias, the Hawthorne Effect, materials used, and study duration) are discussed. A comparison of i.t.a. and T.O. research results favors i.t.a. Approximately two-thirds of studies done demonstrate that i.t.a. classes score significantly higher than control classes on one or more measures.

7300373
Auditory perception, reading and the initial teaching alphabet
Rampp, Donald L.; Covington, Jan R.
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Journal of Learning Disabilities~ 1972, 5 (8), 497-500.
Coden:jldi-a
Area/Section: 03S
Descriptors: INITIAL TEACHING ALPHABET; READING DEFICIENCY; READING INSTRUCTION
Index Phrase: reading improvement; i.t.a. reading program; Gray Oral Reading Test; boys with auditory perceptual disturbances;
Abstract: A report of a study to ascertain the effectiveness of the i.t.a. reading program for children with auditory perceptual disturbances. The children studied were 10 boys who were administered a specific, structured reading program. The Gray Oral Reading Test was employed both prior to and following completion of the program in order to measure reading improvement. Results of this investigation indicate that the 10 children were reading significantly better at the conclusion of the 40 week program. Implications of the results are discussed.

7300038
Differentiation of grapheme-phoneme units as a function of orthography
Oliver, Peter R.; Nelson, Jacquelyn M.; Downing, John
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Journal of Educational Psychology~ 1972, 63 (5), 487-492.
Coden:jlop-a
Area/Section: 01C
Descriptors: ORTHOGRAPHY; INITIAL TEACHING ALPHABET; GRAPHEME PHONEME CORRESPONDENCE
Index Phrase: visual differentiation of graphemic structure of words; type of orthography; kindergartners;
Abstract: The ability of kindergarten children to differentiate the graphemic structure of words visually was examined using four different orthographies. Children were asked to assemble a series of words using graphemic units corresponding to the phonemic structure of the words. The words were presented in traditional orthography, initial teaching alphabet (i.t.a.), and two additional orthographies designed to incorporate graphic cues pertaining to the graphemic structure of the words. It was hypothesized that children would be more able to correctly assemble words when presented in orthographies providing graphic cues than in the traditional orthography. This hypothesis was supported and the implications concerning the effectiveness of i.t.a. vs. other orthographies are discussed.